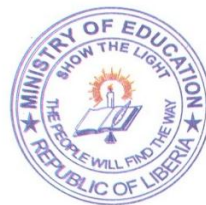




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Literacy

Numeracy



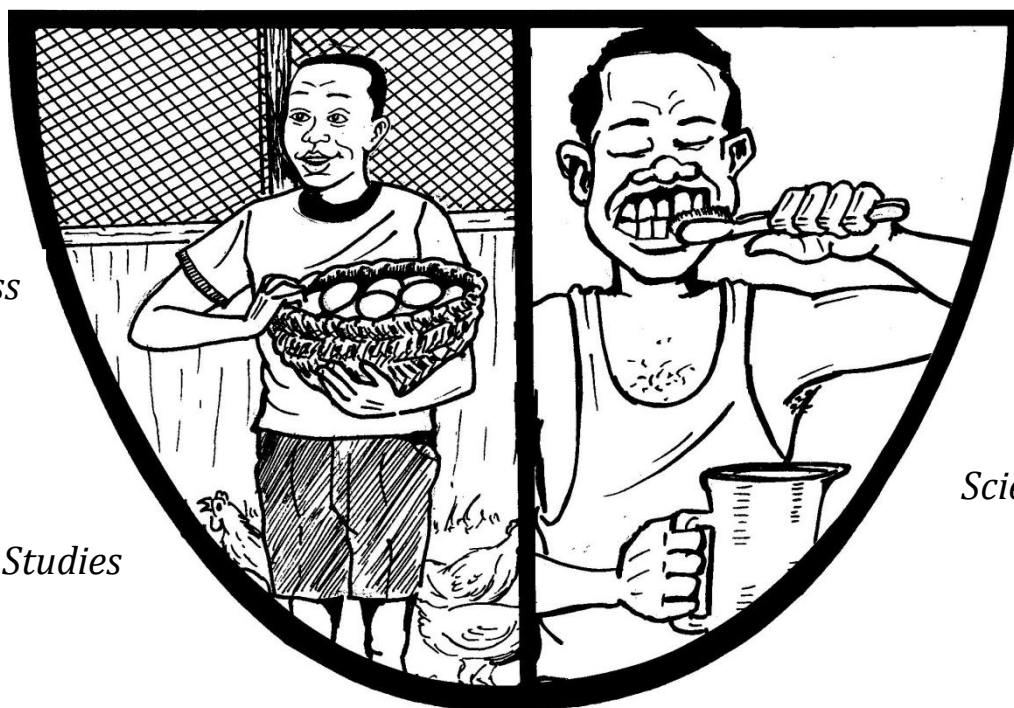
Technical Guide to the Alternative Basic Education Curriculum

*Work
Readiness*

Life Skills

Social Studies

Science



Technical Guide to the Alternative Basic Education Curriculum

June 10, 2011

Ministry of Education, Government of Liberia

With support from the Core Education Skills for Liberian Youth (USAID/CESLY) Project, USAID

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Acronyms

ABE: Alternative Basic Education

ALP: Accelerated Learning Program

CESLY: Core Education Skills for Liberian Youth

EFF: Equipped for the Future

EGRA: Early Grade Reading Assessment

MoE: Ministry of Education

NFE: Nonformal Education

USAID: United States Agency for International Development

Table of Contents

Executive Summary	6
1 Introduction	7
1.1 Background.....	7
1.2 Development of Curriculum for Alternative Basic Education	7
1.3 Field Testing and Revising Level 1 Curriculum	9
1.4 Aligning the ABE Curricula with MoE 6 th Grade Content	9
2 Section A: Overview of Alternative Basic Education Materials and Approaches for Teaching, Learning, and Assessing Progress	11
2.1 Curriculum Overview.....	11
2.2 Curriculum Materials.....	12
2.2.1 Facilitator’s Manual	12
2.2.2 Learner Workbooks	13
2.2.3 Supplementary Reading Materials	14
2.3 Training and Support for ABE Facilitators	14
2.3.1 Technical Support and Debriefing	15
2.3.2 Book Fairs	15
2.3.3 Videography.....	15
2.3.4 Education via Radio	16
2.3.5 Recommendations for Teacher Training	16
2.3.6 Training Resource Materials	17
2.4 The Issue of Second Language in the Alternative Basic Education Curriculum	17
2.5 Service Learning	20
2.6 Documenting and Assessing Learning.....	22
3 Section B: Curriculum Frameworks	27
3.1 Background on the ABE Curriculum Frameworks	27
3.2 What the Frameworks do not show	29

3.3	Orientation to the Curriculum Framework Charts.....	29
3.4	Curriculum Framework for Literacy	30
3.5	Numeracy	79
3.5.1	What are the Strands of Numeracy Content?	79
3.6	Life Skills	102
3.7	Work Readiness.....	116
3.8	Social Studies.....	132
3.9	Science.....	140
4	Appendices	155
4.1	Appendix 1: Alternative Basic Education Policy.....	155
4.2	Appendix 2: Field Test Summary	166
4.3	Appendix 3: Overview of Assessment Tools and Processes	175
4.4	Appendix 4: Service Learning Guide for the Alternative Basic Education Curriculum.....	197

Executive Summary

This document serves as the Technical Guide to the Alternative Basic Education Curriculum. This guide is designed to provide the Ministry of Education and other interested education professionals and stakeholders with the technical background and details about the Alternative Basic Education curriculum materials that have been developed through the USAID-funded Core Education Skills for Liberian Youth program. It is both a summary of curriculum that has been completed and a roadmap for future work.

The introduction of this document details the background of how the alternative basic education program was conceived and developed, how it was field tested and the learning incorporated and how it intends to provide multiple outcomes for learners, including 6th grade equivalency.

Section A details the types of curricular materials and approaches to teaching and learning that accompany the Alternative Basic Education program. It summarizes of the learning outcomes, by subject, for three instructional levels. Descriptions are provided on the types of materials that have been created for facilitators, for learners for use in the classroom and as supplementary reading materials to provide content to be used as reading practice for new readers. This section also describes the accompanying teacher training manuals and packages that have been developed to serve as a guide to professional development. The guide elaborates some of the unique features incorporated into teacher training including book fairs, videography, use of radio, and other components. The project's method to integrating service learning into program activities is also documented here, in addition to the approach to dealing with second language and dialect variations with in the classroom. Finally, Section A also spells out the assessment systems that have been developed to accompany the four content areas of the curriculum, both during the course of a level and at the end of a level.

Section B contains the curriculum frameworks for each of the content areas as well as a chart that compares ABE Level 3 content to the Ministry's 6th grade curriculum and/or Level 3 of the Accelerated Learning Program (based on the formal school curriculum). Detailed curricular frameworks have been elaborated for each of the content areas: literacy (evolving into language arts at the more advanced stages); numeracy (evolving into math); life skills; work readiness as well as social studies and science introduced in Level 3. The charts detail the content standards, level descriptors and module objectives for each area. These materials provide the technical details that guided the development of the lesson plans, found in the Facilitators Manuals for each content area.

The annexes contains resources that accompany the alternative basic education curriculum, including finalized alternative basic education policy, Alternative Basic Education Policy, the summary of the field test, an Overview of Assessment Tools and Processes, and a guide to implementing service learning. Many other resources exist that are not included here and serve as stand-alone documents, including nine supplementary learning materials, and ten different training resource guides to be used for training of staff, master trainers, facilitators, PTA and others.

1 Introduction

1.1 Background

Liberia has had a range of nonformal or basic education programs for adults and out-of-school youth for over half a century, including basic literacy programs and accelerated learning programs. These programs have been implemented throughout the country by various government agencies and nongovernmental organizations. The need for alternative programs is greater now than ever, to reach the youth who missed the chance to attend formal school at the age-appropriate level.

For over 25 years, because of civil conflict, young adults in Liberia have missed opportunities for sustained, high-quality formal schooling. Large numbers of youth and young adults who grew up during the conflict are now too old to attend school with children; they need education and training to live full and productive lives. Liberians have a pressing need for basic and functional literacy, for employment-related learning, for inclusion and support for women and girls' education, and for other important daily living skills and knowledge in health, management money, conflict resolution and environmental practices. To meet these needs, the Ministry of Education has created a national system of Alternative Basic Education.

The purpose of the Ministry of Education's new Alternative Basic Education program is to provide learning opportunities in basic education, including literacy and numeracy, and work-related and life skills for all out-of-school youth and adults age 13 and older, who want to learn new skills or strengthen existing skills. As stated in the new policy (see Appendix), the MOE will provide a single national system for planning, implementing, monitoring and evaluating of alternative basic education services for out of school youth and adults throughout the country.

Through the USAID-funded Core Education Skills for Liberian Youth (CESLY) project, the Ministry of Education has laid the groundwork for this new ABE system. During the past two years, under the guidance of the Ministry of Education's Technical Working Group, policy was drafted; content standards were developed or adapted; curriculum frameworks developed and approved; and teaching and learning materials were developed and field tested for the first of three levels of curricula.

The curriculum of the Alternative Basic Education (ABE) program is designed to help learners meet the learning outcomes described in the educational policy:

- Achieve functional literacy and numeracy skills and knowledge
- Obtain life skills needed for successful living in family and community
- Obtain work readiness skills needed for success in the world of work
- Prepare for apprenticeship or vocational skills training
- Prepare for 6th grade equivalency or to enter Junior Secondary School

1.2 Development of Curriculum for Alternative Basic Education

In January 2010, the Ministry of Education's Technical Working Group adopted the following guiding principles for development of the content for the alternative basic education curriculum. The working group agreed that all curricula will:

1. Be related to commonly shared learners' goals
2. Be contextually relevant to learners' lives and to their communities
3. Address national and global concerns, as they relate to the environment
4. Build on learners' existing knowledge and skills
5. Be accessible, sensitive and relevant to both genders
6. Be learner-centered, participatory and activity-based
7. Promote responsible citizenship, tolerance, cultural sensitivity and awareness
8. Incorporate emerging technologies
9. Promote critical thinking and creativity
10. Focus on application of knowledge and skills
11. Provide opportunities for lifelong learning
12. Incorporate locally-developed materials
13. Promote self-reliance
14. Encourage integration of literacy and numeracy across a range of content areas
15. Where relevant, be sequenced from less complex to more complex
16. Have content and wording that is well-matched with the level of facilitators and learners, and in other ways be user-friendly
17. Be competency-based (written in terms of what learners will learn, with specific, measureable, achievable, realistic and time-bound objectives/competencies)
18. Be in accordance with national linguistic policy

In addition to Guiding Principle #17, the Technical Working Group adopted a core set of content standards to guide the development of the literacy and numeracy curriculum, with the understanding that they would be adapted to be relevant to Liberian learners. After reviewing documents from several other countries, the working group selected the *Equipped for the Future* standards for reading, writing, speaking, listening and using math. These research-based standards were developed for use with education programs for older out-of-school youth and adults in the United States. The standards and the associated curriculum frameworks are found in Section B, and reflect revisions and adaptations made by subsequent meetings of the Technical Working Group, particularly during the Curriculum Frameworks Review workshop held in February 2011.

During the January 2010 retreat, the Technical Working Group reviewed a range of nonformal education curriculum materials, including the curricula for Accelerated Learning Program, various adult literacy programs, life skills programs, enterprise development materials and a host of others materials from Liberia, from other African nations, and from the United States. Selected materials that might be used in the writing of lesson plans and curricular material were reviewed.

The Technical Working Group originally proposed the development of four levels of curriculum in two content areas: literacy (listening, speaking, reading and writing) and numeracy (using basic math in daily life), and two levels of curriculum in two additional content areas, life skills and work readiness. These plans were later revised to accommodate the completion of the equivalency of a 6th grade education in three levels of instruction, as illustrated in the following chart:

Level 1: Beginning	Level 2: Intermediate	Level 3: Preparation for Junior Secondary School or skills training
Literacy	Literacy	Language Arts
Numeracy	Numeracy	Mathematics
Life Skills	Life Skills	Social Studies
Work Readiness	Work Readiness	Science

Levels 1 and 2 prepare learners for two exit outcomes: obtaining basic literacy and numeracy skills needed in daily life; and entering the world of work. Learners who wish to transition into the formal education system or develop the skills needed for vocational or skills training continue to Level 3. In Level 3, literacy becomes language arts, numeracy becomes math, and social studies and science are added as full subjects. Work readiness and life skills topics are fully covered in Levels 1 and 2 and not covered further in Level 3. (It has been envisioned that eventually life skills and work readiness courses could be offered as individual short courses in areas when or where interest is demonstrated.)

Following the Technical Working Group's retreat in January 2010 workshop, a series of curriculum meetings were held to map out the scope and sequence of instructional activities for each of the four content areas. Content experts in literacy, language, math, enterprise development, life skills, social studies and science provided input into the development of frameworks and equivalency with 6th grade. Initial draft lesson plans were created during and following these workshops. By mid April, it became evident that in order to prepare a full set of materials ready for field testing in August, additional assistance would be needed. International consultants with expertise in the content areas worked with Liberian writers to complete the four sets of curriculum for Level 1. All materials were reviewed and approved by the Technical Working Group before field testing.

1.3 Field Testing and Revising Level 1 Curriculum

Before the pilot was rolled out to all cohorts, Level 1 was pilot tested in 89 classrooms in 6 counties (Grand Gedeh, Maryland, Bong, Nimba, Lofa and Montserrado). Data was collected from learners, facilitators, staff and technical specialists for incorporation into the revision process. (See Appendix 2 for a report on the curriculum framework and the field testing process.) This information has been incorporated so that the newly printed Level 1 curriculum reflects the learning from the field.

1.4 Aligning the ABE Curricula with MoE 6th Grade Content

As indicated above, early on the Technical Working Group adopted and adapted a set of standards and standards-based curriculum frameworks for older youth and adults to guide the development of curricula and to make sure that the ABE courses meet international best practices for instruction in the content areas. (Refer to Section 2 for detailed descriptions of the Frameworks.) Because primary school equivalency is one of the possible outcomes for learners, the Ministry of Education's primary school curriculum was also consulted during the finalization of these standards-based frameworks.

To further ensure alignment of the new ABE Level 3 with the Ministry's current expected outcomes for learners who complete grade 6 of formal school, international technical advisors reviewed the MoE-approved sixth and seventh grade curricula, as well as the MoE-approved Accelerated Learning Program (ALP) curricula that was based on standards of sixth grade equivalency. From these documents frameworks were developed for the third year ABE curriculum that will prepare learners who wish to enter Junior Secondary School in 7th grade. The documents reviewed included: MoE-approved Language Arts Scope and Sequence, Grade 6; Mathematics Scope and Sequence, Grade 6; Social Studies Scope and Sequence, Grade 6; General Science Scope and Sequence, Grades 6 and 7; MoE-approved Accelerated Learning Program Curriculum Levels II III; ALP Mathematics Teachers Manual, Levels II and III; ALP Language Arts Teachers Manual, Level III; ALP Social Studies Teachers Manual, Level III; and ALP Science Teachers Manual Levels II and III.

The design team, composed of content developers, technical experts and MOE staff from various units in the Department of Instruction, has engaged in significant discussion of Level 3 and how the curriculum can meet the needs of learners who are work-bound as well as learners who seek to transition into formal school at 7th grade. The final consensus of the group is that Level 3 should be one consolidated course, not two bifurcated pathways. The content will be "bulkier" (i.e. content-heavy) so as to prepare learners to master content needed to enter formal school. The length of Level 3 as well as the timing of the hours at which the course is held may need to be significantly greater than in Level 1 or 2. In order to make the transition out of alternative basic education effective for learners, linkages should be made at the system linkage between alternative basic education and junior secondary schooling, as well as alternative basic education and vocational technical education.

The design team also held discussions on how to cover coursework in three years. While the Ministry has directed that the alternative basic education sequence of coursework should be completed within three years, there is significant question on the part of technicians whether learners would be able to master the competencies equivalent to 6th grade in the timespan and class time hours available. The content development team and Ministry would like to pilot the curriculum and assess at the end of the piloting of Level 3 to what extent the learners were prepared to enter 6th grade after 3 years. The pilot will focus on mastery of content with timing and class hours adjusted to suit these needs. Using evidence and information gathered from the piloting of the first three levels, changes could be made to the curriculum/program design at the conclusion of the pilot phase of Level 3.

2 Section A: Overview of Alternative Basic Education Materials and Approaches for Teaching, Learning, and Assessing Progress

The intent of the Technical Working Group has been to develop materials that are relevant to the lives of Liberian youth and young adults, and to do so in a way that links the separate strands of curriculum to each other. While equivalency to the academic skills and knowledge found in formal school has been a key focus, the central focus is the development of teaching and learning resources that take into account the life experience, needs, and purposes of young people over the age of 13. The process of developing an integrated, contextualized and purposeful set of curricula is one that included field testing and revising Level 1 materials; this process will continue as teaching and learning materials for Levels 2 and 3 are field tested and revised.

This section provides some of the supporting detail that brings life to the rather dry, technical charts that follow in Section B. Following the overview of the three levels and six content areas are information on the specific teaching and learning resource materials; a summary of the approach to assessing learner progress; information on the service learning component of the program; and a discussion of teacher training requirements and recommendations.

2.1 Curriculum Overview

This chart provides an orientation to the expected outcomes for learners at each Level, for each of the content areas covered in the ABE curriculum. Details are found in Section B.

Course	Level 1: Beginning	Level 2: Intermediate	Level 3: Preparing for Junior Secondary
Length	378 instructional hours	378 instructional hours	800 instructional hours
Literacy and Language Arts	Read, write, speak and listen well enough to perform basic literacy tasks in standard English; equivalent to grade 2	Read, write, speak and listen well enough to function effectively in daily life in standard English; equivalent to grade 4	Read, write, speak and listen well enough to enter grade 7, or manage the requirements of most entry-level jobs in the formal economy.
Numeracy and Math	Understand and use mathematical concepts and operations well enough to perform basic numeracy tasks; equivalent to grade 2	Understand and use mathematical concepts and operations well enough to function effectively in daily life; equivalent to grade 4	Understand and use mathematical concepts and operations well enough to enter formal school at the 7 th grade level; manage the requirements of most entry-level jobs in the formal economy; or manage a simple small business
Life skills	Understand and use knowledge and skills related to personal development, personal health, communicating with others, maintaining peaceful relationships, and protecting the	Understand and use knowledge and skills related to setting and achieving goals, child development, family and community health, communicating with others,	

Course	Level 1: Beginning	Level 2: Intermediate	Level 3: Preparing for Junior Secondary
Length	378 instructional hours	378 instructional hours	800 instructional hours
	environment.	resolving conflict , and taking action to protect the local environment.	
Work-related Learning	Understand and use knowledge and skills needed in a variety of workplaces and livelihoods, including: understanding the world of work, including the requirements of wage employment and self-employment; how to find employment; work-related leadership, problem-solving, decision-making, and communication skills; career planning, and entrepreneurship	Understand and use knowledge and skills needed in a variety of workplaces and livelihoods	
Science			Understand and use basic scientific knowledge and skills well enough to enter and be prepared for formal school at the 7 th grade level, and to apply in daily life.
Social Studies			Understand and use basic knowledge about the culture, geography, history and environment of Liberia and Africa well enough to enter and be prepared for formal school at the 7 th grade level, and to apply this knowledge in daily life.

2.2 Curriculum Materials

The curriculum package for each content area consists of a Facilitator's Manual containing lesson plans, an accompanying learner workbook, and instructional resources including supplemental reading materials.

2.2.1 Facilitator's Manual

For each content area, a Facilitator's Manual contains all of the lessons to be covered in the Level. Each manual contains two sections: 1) an overview which provides a general background to Alternative Basic Education and a summary of the content area; and 2) detailed lessons for all topics covered in Level 1 curriculum. (Levels 2 and 3 are in development.)

Readers of this Technical Overview are encouraged to review the Facilitators Manuals for a full understanding of the scope of material contained in each one. In general, however, the 108 lessons in each

manual are organized into modules. Each module focuses on a specific set of skills or content and has objectives against which learner progress is assessed. The lesson plans all follow the same format:

1. Lesson title or name of topic to be taught
2. Estimated length of lesson
3. Lesson learning objectives: Statements of what learners will know and be able to do at the end of the lesson.
4. Learning points/ key message: a summary of the main idea(s) or messages that will be communicated during the lesson
5. Preparation and Materials: A description of all of the materials needed in the lesson and preparation needed
6. Activities: A step by step description of how to teach the lesson. This section has several components: introduction, a main activity and closing activity.
7. Evaluation: a review and assessment activity to ensure that learning objectives are met.
8. Follow-up activities: optional suggestions for enrichment and extension.

2.2.2 Learner Workbooks

The workbooks support and extend the lessons, and ensure continuity and reinforcement of learning beyond the class. They give learners opportunities to practice skills in the classroom and at home, and provide both learners and facilitators a way to check understanding of concepts. Each workbook activity is aligned to a specific lesson.

Literacy and Numeracy Workbooks: Learners practice and apply the skills that they are learning in each lesson. Exercises in the Level 1 Literacy workbook follow the lesson pattern of the manual; activities focus on decoding, reading controlled text featuring the new letter/s or sound/s and previously learned sight words, and practice in writing, moving from tracing letters to producing text. The Numeracy Level 1 workbook contains guided problem solving, showing steps taken to solve problems, often supplemented by a visual model of the problem.

Life skills and work readiness: In Level 1, the workbooks contain graphics that remind the learner about the content of the lesson and some activities that reinforce the application of knowledge and skills covered during the lesson.

The curriculum development team made the decision to prepare workbooks for learners based on the following:

1. With a personal workbook, learners will have the opportunity to practice concepts and skills and hence reinforce classroom learning. Additionally, reviewing learners' workbooks helps the facilitator to identify learner needs for support. For Level 1 life skills and work readiness, highly illustrated workbooks facilitate the understanding and assessment of concepts and provide support to learners who have limited literacy skills.
2. Having access to reading materials is an issue for many learners. Providing workbooks helps provide a more print-rich environment. These workbooks will supplement other reading material available.
3. Providing workbooks for learners is a way for learners and facilitators to assess and monitor learners' progress so that they can monitor their own learning.

2.2.3 Supplementary Reading Materials

Promoting a culture of reading in Liberian schools is a key component of the Ministry of Education's alternative basic education. Presently, there is a scarcity of reading materials in most public schools. The few available instructional materials are concentrated in urban schools and are externally produced. The context and content usually lack local relevance and application making it difficult for both teachers and students to read and understand the text. USAID/CESLY has produced reading materials authored by Liberian writers as part of efforts to help create a more print-rich society, promote the culture of reading and improve basic reading skills. These reading materials have been developed in conjunction with the alternative basic education curriculum and can be used as supplements for reading inside or outside the classroom. Available materials include:

Sonie's Story 1, 2 and 3.	This series of stories is about a girl named Sonie who flees her village because of cultural challenges and how she confronts these adversities in a positive way to transform her life.
Sonie Story for Beginners	A simplified version of the Sonie's Story for beginning readers
Rising Above and Beyond	Stories written by Liberian authors to enhance and complement learning activities in the areas of peace education, service learning, community development, gender issues, HIV/AIDS, teenage pregnancy, work readiness skills, and other life skills
Fatu and Saah	A story about work readiness and how to cultivate the knowledge, skills and attitudes needed in the world of work.
Yes, We Can	Locally generated materials written by Ministry of Education staff, civil society representatives, principals, education professionals, teachers and learners. These materials include stories, poems, nonfiction prose, traditional folklores, and other pieces.
USAID/CESLY Writing Contest	These stories are written by students in CESLY accelerated learning schools on various themes such as the importance of education, gender issues, peace and conflict, peer pressure, etc.
Pehn Pehn Ben	Pehn Pehn is a Liberian word for a motorcycle. This is a story about a motorcyclist named Ben and how he demonstrates positive values, work skills and ethics contrary to the general perception in Liberia that young male motorcycle riders are irresponsible and incorrigible.

2.3 Training and Support for ABE Facilitators

As part of the strategy to improve teachers' performance and enhance instructional quality, USAID/CESLY has piloted in-service and cluster-based teacher training with over 1436 Accelerated Learning teachers and Alternative Basic Education facilitators in six counties: Montserrado, Bong, Lofa, Nimba, Grand Gedeh and Maryland Counties.

During these two years, training packages and training manuals were developed and revised, based on feedback from participants and master trainers. The training materials focus on equipping teachers with skills in mastery of core content in reading, math, literacy, numeracy, life skills and work readiness. The training also focuses on strengthening teachers' knowledge and skills in a range of pedagogical approaches, with a focus on facilitating learning for older youth and adults and on fostering the critical thinking skills of learners. Workshops and training for facilitators and administrators also help develop skills that go behind classroom instruction: promoting the culture of reading, service learning, prevention of gender-based violence, community mobilization to sustain enrollment, providing dynamic monitoring and teacher support, teacher ethics and code of conduct and the management of instructional materials.

The approach utilized in these training packages draws heavily on micro-teaching. Each time a new skill or content topic is introduced, facilitators practice with their peers, facilitating activities with peers as if they were ABE learners. Opportunities are then provided to receive positive and constructive feedback about the demonstration teaching and ways to strengthen and improve.

2.3.1 Technical Support and Debriefing

During training, technical support and backstopping (or structured debriefing among Master Trainers) has proven to be highly beneficial to positive training outcomes. It is recommended that each day training teams actively participate in evening backstopping meetings. These sessions are a venue for trainers and training coordinators to reflect on the best practices, challenges and lessons learned to improve the current training and subsequent training sessions.

Technical support from the following types of resources has also proven to be highly useful: Education Officers, Staff from the Ministry of Education, volunteers from International Foundation for Education Self Help (IFESH), Peace Corps volunteers and NGO service providers.

2.3.2 Book Fairs

The organization of a book fair concurrent with facilitator training sessions has helped to increase the quality of professional development. Supplementary reading materials, including Sonie's Story, dictionaries, content-related books and other resource materials were displayed during training for teachers to read. In alternative basic education facilitator training, it is advised to make teacher training sessions venues for promoting a culture of reading among teachers themselves. It is only when teachers themselves develop this habit that they can assist others to develop the culture of reading.

2.3.3 Videography

The use of videography for micro-teaching was piloted during the USAID/CESLY training to promote peer learning support and to model good teaching. Videos of Accelerated Learning teachers and Alternative Basic Education facilitators were shown to highlight good teaching skills and strategies. Observing their colleagues teach with quality motivated and inspired teachers to excel and also emulate the best practices and perform with passion and quality. It is suggested to make videography an integral part of future teacher training sessions. In the initial pilot, MOE staff and project staff were trained in recording skills. Facilitators were then recorded during teacher training sessions and selected examples were played back to the group during evening sessions. These video clips were later edited into an educational piece that can be played at cluster teacher training sessions. Future possibilities include a heightened use of video in the classroom itself.

2.3.4 Education via Radio

USAID/CESLY has developed radio modules explaining the various components of a comprehensive approach to teaching reading; promoting a culture of reading in the classroom and in the community; and the elements of dynamic teaching. These modules were piloted during USAID/CESLY teacher training, and were found to be beneficial in improving teachers' understanding and mastery of core content. It is suggested that these and other supplementary radio modules be utilized in the future, particularly during In-service and cluster training and refresher training for alternative basic education facilitators.

2.3.5 Recommendations for Teacher Training

Based on the experiences of USAID/CESLY from 2009 to 2011, it is recommended that:

- Master Trainers be adequately trained in pedagogy and mastery of core content so that they can train facilitators with confidence and ease.
- Recruitment and inclusion of female Master Trainers be prioritized so that there are sufficient female Master Trainers to be role models for female teachers.
- The duration of major in-service teacher training events be no less than two weeks, to give more time for model and micro teaching activities.
- Videos showing good teaching strategies and practices of Liberian facilitators be used during teacher training events.
- Facilitators be taught how to produce instructional materials such as maps, charts and learning aids for use in the classroom.
- Resources be provided to facilitators during training events, such as instructional manuals books, newspapers, and teaching aids.
- Equal focus be given to improving the writing skills of teachers and improving instructional practices in writing, in conjunction with the emphasis on improving reading skills.
- A formal and consistent test be administered to teachers before and after training to assess their learning progress.
- Training content and materials be prepared using language that reflects the reading levels of teachers, most of whom read at the 6th grade level or below.
- Education Officers be heavily involved and engaged in planning training events and in the support and follow up to facilitators when they return to their communities.
- Teachers be certificated on the basis of merit and performance.
- Cluster-based teacher training and support be conducted on a monthly or quarterly basis to enable teachers to reinforce and strengthen skills, share experiences and practice with their peers.
- Selected teachers or administrators be trained to serve as mobile mentors, tutors or coaches to provide close support to facilitators in their classrooms.
- Adequate teacher training specialists, especially females, be engaged to provide support and oversight and to enhance efficiency and effectiveness.
- Teachers who show marked and significant improvement and demonstrate innovative teaching skills be recognized, honored and be eligible to serve as master teachers.
- Timing, content and delivery of training be coordinated between various institutions and NGOs conducting teacher training to avoid duplication of interventions.

2.3.6 Training Resource Materials

The follow manuals have been developed to support the administration of teacher training for alternative basic education. These are available for printing and reproduction.

- In-service Teacher Training Manual for Accelerated Learning
- In-service Teacher Training Manual for Alternative Basic Education Level 1, Semester 1
- In-service Teacher Training Manual for Alternative Basic Education Level 1, Semester 2
- Cluster-based Training Manual for Alternative Basic Education Level 1
- Training of Trainer Guide for Alternative Basic Education Orientation for Education Officers and Master Trainers
- Ministry of Education Capacity Building in Alternative Basic Education
- Sustaining the Momentum: Management of Alternative Basic Education
- School Community Training Package
- Youth Volunteer Training Package
- Alternative Energy Management Training Manual

2.4 The Issue of Second Language in the Alternative Basic Education Curriculum

The register of English spoken in Liberia differs quite substantially from the register of English used in standard written documents. The use of a variety of English depends on many factors. However, as a general tendency people in urban and semi-urban communities will speak ‘Liberian English’ in almost all of their interactions. Even at school where English is the language of instruction and Standard English is to be spoken, people use ‘Liberian English’. In addition, many youth needing to become fluent in literacy and numeracy are speakers of other first languages. Many have stated, through focus groups, that one of their goals is to learn to speak English well.

In the rural areas, the trend is that community dwellers use their local language at home and for other transactions. They may use English in the classroom and in specific formal employment situations. While there are some rural classrooms, where no person is fluent in English, in many classrooms, learners have differing degrees of working familiarity with English.

In these rural area teachers may at times revert to using the local language while explaining concepts. As an example of the use of Liberian English in the classroom, many teaching English, teach the subject as though it was a native language. Rules are given reflecting what it should be in standard English, but explanation of these rules are conducted in Liberian English. Even learners competent in “Liberian English” have often found it very challenging to understand or correctly employ the phonetics, grammar and vocabulary found in documents in standard English register. Without specific bridging, learners sometimes find it difficult to attain competency in a written register of English that is unfamiliar.

The goal in the alternative basic education curriculum is not to treat English as if it is being taught to those who have no knowledge of English. While the curriculum is not a second language curriculum per se, it does seek to help learners “bridge” from “Liberian English” into standard English. In bridging, specific attention is called between the Liberian variant and the standard English so that learners can learn to differentiate and distinguish the two. They then learn which variant to use in what context.

For instance, the transition may need to occur in the area of phonetics, for example learning how to pronounce the final consonants in words, or learning how 'cat' is pronounced /kat/ in standard English and not /kee-yat/ as it is Liberian English.

Another area where specific bridging is needed is in the use of specific vocabulary. For instance 'rogue' may be the Liberian equivalent of 'thief' or 'chacla' may mean 'disordered.' There are other cases where a common standard English word has a different meaning in Liberia. For instance, 'embarrassed' means 'impeded' in Liberia and 'for' means 'belongs to', as in, "This car for you", meaning 'this car belongs to you. Students need help to explain the meaning of unfamiliar words that they see in written text or to distinguish when a word has a different meaning when they see it in writing.

Variants are also seen in grammar. For in Liberian English, the conjunction verb "to be" is rarely used. Example, "I going home". The auxiliary verb for present tense, "I have come" is spoken as "I now come." Without specific and explicit instruction, as if they are learning an entirely new language, learners will have struggle and will not master correct use of written English grammar.

A chart of examples of Liberian and standard English variants is shown below.

PHONEMES

Standard English	Liberian English
Pronouncing the last sounds F-I-V-E M-I-L-E-S	could be pronounced : F-I M-I-
Adding a vowel sound C- A- T	could be pronounced : K-EEE – YAT

VOCABULARY

Standard English	Liberian English
"Thief" or "Robber"	could be called:

	"Rogue"
"Wait small"	"Wait a little bit"

GRAMMAR

Standard English	Liberian English
Dropping of the be verb	could be spoken as:
"What is your name ?"	"What your name?"
Dropping of the helping verb	could be spoken as:
"I have come"	"I now come."

Through the curriculum and the accompanying reading materials, when dialogue is presented in quotations in "Liberian English" this can be used with speakers of the Liberian variant of English to explore, differentiate and learn to employ the different spoken and written registers of English in use in Liberia. The narrative is intended to provide content that will allow one to bridge that transition, so that learners know how to transition from the spoken register of English used in communities and learners' every day lives into the written register of English used in the classroom.

The ultimate goal is for learners to learn how to "code switch". In the classroom or in a work environment, the learner needs to be able to understand standard English and respond in standard English either verbally or in writing. However, in the market, the learner needs to continue to use "Liberian English" as standard English would not get the message or meaning understood, and furthermore they would be laughed at. Therefore the goal of using bridging in the curriculum is that learners do not value one over the other, but they learn how to competently use standard English in environments where required and they continue to remain competent in using "Liberian English" in the spoken environments in their surroundings where this is the lingua franca.

Through the conducting of validation groups, it was found that presentation of non-standard English may be confusing for neo-literates or non-fluent learners of English. Therefore, from discussions among content developers, MOE staff and other experts, consensus emerged that reading materials and written text should not emphasize presentation of non-standard English. Rather, the curriculum can make specific instructional references on how to help learners bridge, drawing on verbal variations without presenting a *written* display of non-standard English.

In order for learning to be effective, the alternative basic education system allows for the use of mother tongue or “Liberian English” in the classroom in order to explain the meaning of standard English content, when necessary.

The Facilitator’s Manuals will be written in simple clear English, with the knowledge that many instructors may themselves not be fully fluent in English language, or may be speakers of Liberian English, but not have mastered the use of standard English. Because facilitators themselves may not be competent in the use of or teaching of standard English, second language issues will need to be reinforced during teacher training, both in terms of correct usage of standard English by facilitators, and instruction in how to bridge from a dialect or other language into standard English. Repetition will be needed to reinforce these concepts both in the curriculum and in the professional development training, with model teaching needed to reinforce good practice.

All of these approaches will be developed in alignment with the newly passed Education Act. The Education Act speaks of developing “ a local language and cultural policy and program to be pursued in the schools and to form part of the education curriculum” and developing “policies, guidelines and curriculum for the teaching of national languages, human rights, citizenship and civil responsibilities, health and hygiene, agricultural, and other educational programs in the country.”

2.5 Service Learning

Service learning is a form of project-based learning in which basic skills are learned in part through hands-on community service. Service learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides learners with authentic learning experiences in which they learn basic skills in a real-life context. Service learning can help learners to develop good citizenship, responsibility, and many other positive character virtues. A service learning project should:

- Help learners to meet specific curriculum learning objectives
- Be selected by the learners (with appropriate facilitator guidance)
- Involve the learners in preparation, implementation (action), and reflection, and
- Include documentation and/or recorded images or recordings of activities and outcomes

There are three stages to a successful service learning project. They are 1) preparation; 2) action; and 3) reflection. Each of these stages is an essential part of the service learning experience.

In a properly implemented service learning project the role of the facilitator is more supportive and supervisory than directive. The facilitator helps the learners select an appropriate project, integrates the project into the basic education curriculum, and guides the learners through the necessary steps to

completion. The facilitator assures that activities are structured in ways that promote learning, monitors learner activities, and facilitates learners' reflection and analysis of their experiences. However the project activities should, as much as possible, encourage learner autonomy and creativity. The details of how to plan and carry out service learning projects are in a service learning manual in the appendix of this Technical Guide.

Alternative Basic Education is designed to provide opportunities for youth to engage in service learning in the community, as a way of reinforcing and extending learning that takes place in the classroom. Principals and teachers are encouraged to plan at least two service learning projects during a semester. The project should aim to involve all school actors: ALP or NFE teachers, principals, community members, volunteers, learners, and should be coordinated between two teachers, rather than only being associated with one class. Each ABE facilitator receives a Guide to Service Learning, as well as training in how to set up and manage a project.

2.6 Documenting and Assessing Learning

The Alternative Basic Education program contains an assessment policy that is described in more detail in the Appendix. Assessment of learning begins when youth register for the program, and continues throughout each level. When learners enroll in the program, they are given a word recognition test to accurately place them in the correct ABE level. Word recognition is an indicator of general level of literacy, and can be used as a proxy for placement.

When enrolling in the program learners acquire a sequence of competencies by moving through modules centered on themes or topics. In each module, learners are given a *Pre or Mid-module Assessment* (or quarter module, in the case of numeracy) and an *End of Module Assessment*, as formative assessments that are used by the facilitator to modify instruction. The Mid-Module Assessments are recorded by the facilitator and used by the facilitator as well as by the learner for ongoing monitoring of progress. The End of Module assessment scores are recorded and reported by the facilitator to program administration. These scores serve to inform program administration of learners' progress in mastering competencies.

At the end of a level, an *End of Level Assessment* is administered. This summative assessment determines whether a learner has mastered the sum of competencies required to successfully advance to the next level. The passing rate for the End of Level Assessment is 70%. This score is reported, and collected for larger scale comparability.

The Technical Working Group established that, rather than having level 1 being equal to a certain grade in the formal system, learners who exit level 1 can enter the formal system by taking the entrance exam to formal school. Learners would then enter formal school at whatever grade they test into.

The Alternative Basic Education program may be periodically evaluated in order to measure the level of participants' basic literacy and numeracy skills using an external (not curriculum-related) assessment. For example, during the USAID/CESLY program, a sample of learners participated in baseline and end line Early Grade Reading Assessments (EGRA). The results help program funders, the Ministry of Education, and program implementers understand the progress of learners as well as pinpoint weaknesses in instruction

See the appendix for an Overview of Assessment Tools and Procedures. Summary of assessment tools are documented here.

Alternative Basic Education Assessment Matrix

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
Rapid Assessment of Reading Skills	Literacy	To determine placement in Level 1 or Level 2 or Level 3	Paper and pencil assessment	Developed by USAID/CESLY	Administered by teachers at the beginning of Semester 1	Scored by facilitator or intake staff, according to directions (and with training)	Program Implementers
Pre-level assessment of skills and knowledge	√ Literacy √ Numeracy √ Life Skills √ Work Readiness	To find out what learners already know about the topic	Paper and pencil, administered orally according to directions	Developed by curriculum writer; included in the Module in the Facilitators' Guide	By teacher, at the beginning of each Module	Scored by facilitator (or when skill level not high enough, program implementers)	Results are for facilitator use and measurement of end of level progress. Reported to program implementers and MOE relevant department
Mid-module Assessment (Progress Check)	√ Literacy √ Numeracy √ Life Skills √ Work Readiness	Informal assessment used by facilitators to check on understanding and skill development, for both learners' and Facilitator's use, to improve learning and teaching	Paper and pencil (mini quiz) Life Skills and Work Readiness will be scenario based and situational analysis when possible	Curriculum writer; included in Module, in Facilitators' Guide	Administered by Facilitator. Mid- point of every module For content areas with longer modules (e.g Numeracy) every 9 lessons	Scored by Facilitator. Scores are discussed with students. Used by Facilitator to review weak areas; to correct misunderstanding; to make changes in instruction	Teacher collects for own purposes. Life Skills will use an observation rubric Recorded but not reported outside of the learning site. Records kept at school site. Program implementer monitors do spot checks
		To assess understanding of	Paper and pencil, with	Curriculum writer; included in	End of module, by teacher	Number of questions = 100	Scores recorded by Facilitator on Progress

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
End of Module	√ Literacy √ Numeracy	concepts and acquisition of skills covered; document mastery of module learning objectives	some verbal administration by Facilitator, especially for Literacy	Module		points (either 10 questions worth 10, or 20 worth 5, etc)	Recording Form, but scores are not formally reported. Field implementation staff collect summary information (using form, to be developed) when making monitoring visits and report information to curriculum specialists
	Life Skills Work Readiness <i>Both are in development</i>	To document learning of key concepts and content	Administered verbally, with simple paper and pencil recording				Scores are translated into simple progress statements and not reported: Very good; Good; Fair Program implementer field staff collection same as above
Group presentations, end of Semester 1; end of Semester 2	Life Skills Work Readiness <i>Both are in development</i>	To give learners practice in teaching and leading; to give Facilitator opportunity to observe demonstration of skills	See instructions to learners and sample observation rubric, attached Situational Analysis and Demonstration to be integrated when possible	Instructions and observation form developed by curriculum writers, and included in Facilitators' Manuals	Several days before the end of the Semester	Observation rubric can be scored, or can be used as basis for verbal feedback to the group	No score reported. Successful completion of presentation is reported on Progress Reporting Form in the form of a check mark.
End of Level		To assess	Paper and	Not located in	Administered by	75% of score based	Recorded and reported

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
	✓ Literacy ✓ Numeracy ✓ Life Skills ✓ Work Readiness	understanding of concepts and acquisition of skills covered during the level; document successful completion of the Level	pencil	Curriculum Four versions developed by curriculum writers. Test versions are rotated by year.	Facilitator. Program implementation field staff will administer to a sample of sites, as a check on quality of results	on average of end of Module assessments; 25% of score based on new end of Level test Suggested passing score, 60%, for Levels 1 and 2. For Levels 3 and 4: passing score moves to 70%, (subject to modification to follow standards in line with the passing scores for the formal system). Used as the basis for moving to next level.	to MoE supervisor Administrators of the program Program field implementation staff reports to M&E for data analysis and reporting to MOE (and funder if applicable) This form also serves as documentation of drop outs and shows the last Module the learner completed.
Group presentations, end of Semester 1; end of Semester 2	Life Skills Work Readiness <i>In development</i>	To give learners practice in teaching and leading; to give Facilitator opportunity to observe group presentation skills	See instructions to learners and sample observation rubric, attached	Instructions and observation form developed by curriculum writers, and included in Facilitators' Manuals	Several days before the end of the Semester	Observation rubric can be scored, or can be used as basis for verbal feedback to the group	No score reported. Successful completion of presentation is reported on Progress Reporting Form in the form of a check mark.
Documentation	All	To document	To be	Developed by Life	Participation	Not scored.	

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
of Service Learning		participation in service learning projects	developed	Skills Coordinator; included in Facilitators' Manual	recorded; informal assessment of participation will be an option	Can be used by learners' on CV (developed in Level 2 Work Readiness course)	

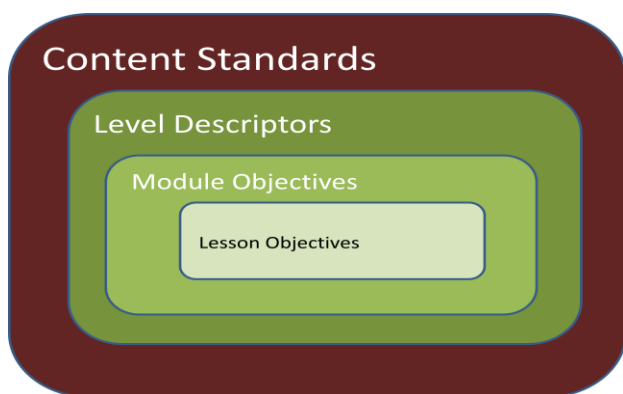
3 Section B: Curriculum Frameworks

This section contains the technical underpinning of the curriculum for literacy, numeracy, life skills, work readiness, science and social studies.

3.1 Background on the ABE Curriculum Frameworks

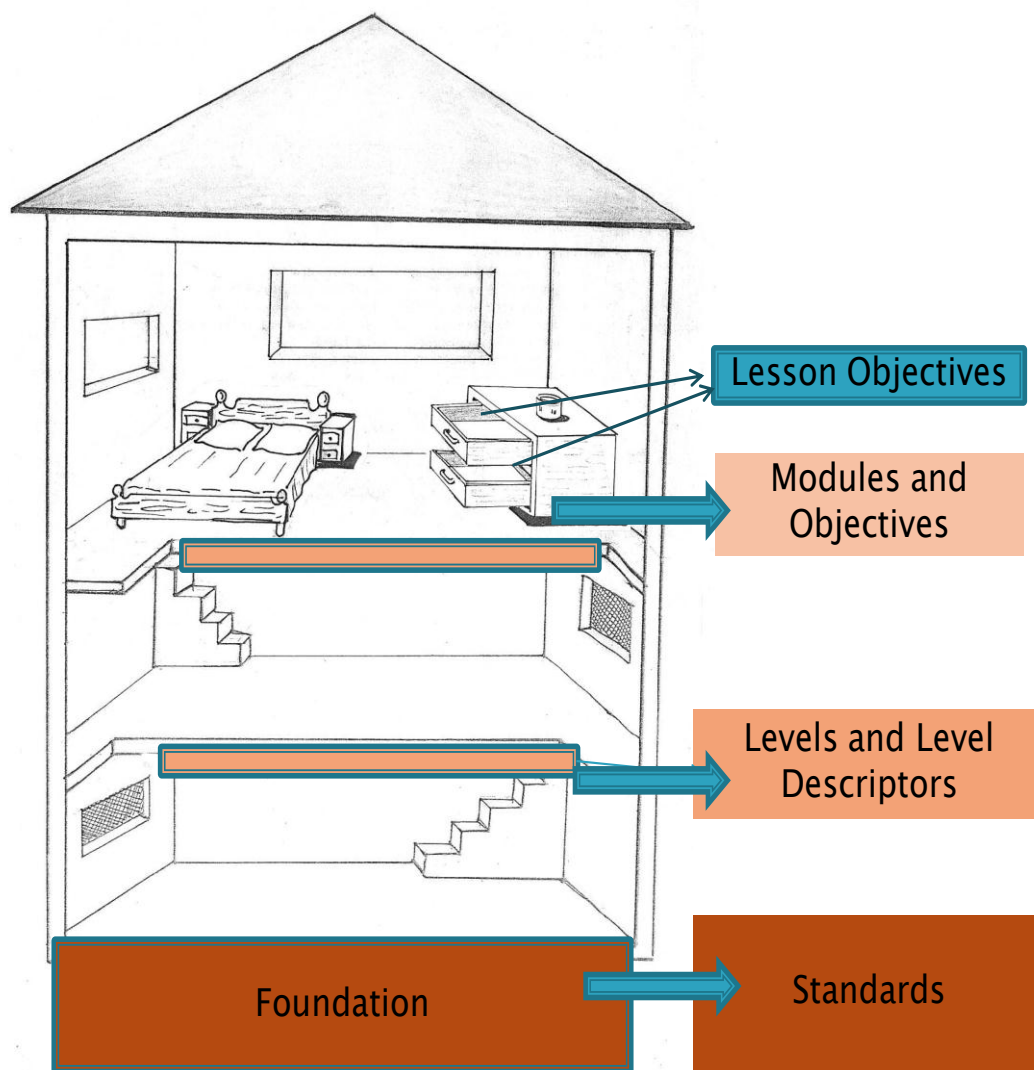
The Alternative Basic Education Curriculum Frameworks are the structures upon which curricula has been developed. The four primary parts of the frameworks are described here. The frameworks for each of the four primary sets of curriculum follow in this section, with some variation in the amount of detail that is provided. The standards and the level descriptors for all three levels of literacy and numeracy and all two levels of life skills and work readiness are complete, with the objectives for the modules and lessons (or

scope and sequence) complete for levels 1 and 2 of all four content areas.



The two graphics on this page depict two ways of understanding frameworks. The set of nested boxes is a more abstract representation of the fact that the standards are the 'biggest' container that hold, and are related to, the increasingly more detailed parts of the framework.

The three-story house below is a more concrete representation of a real framework that the Technical Working Group used when aligning the content of the framework. The standards are the foundation; the levels and level descriptors are similar to the floors of the building, in that they support what is placed on that floor; the modules and their associated learning objectives further define the uses of the floor, much like furniture; and the lessons and their learning objectives and activities are the smallest level of detail, the contents of the drawers of furniture. The text that follows defines the labels for both graphics.



1. **Content Standard(s):** A content standard is a description of what learners should know and be able to do from a broad, general and most important view. By definition, a 'standard' is a guide for everything that follows it. In this graphic, the standard surrounds everything else, signifying that it encompasses the rest of the framework. It can be thought of as the foundation of the structure, if using a building metaphor. One should be able to make a clear, direct and logical link from the standard(s) to the 'smallest' level of detail, the lesson objectives.
2. **Levels and Level Descriptors:** Standards are leveled; that is, there is a defined progression of skills and knowledge associated with a standard. Using a set of criteria, a judgment is made about the boundaries, or cut points, between levels. The descriptions of what learners should know and be able to do when completing the Level are called level descriptors, and they are directly related to the standard. These descriptors move from demonstration of very basic skills and knowledge at Level 1 to use of more complex skills and deeper knowledge at Level 3.

The level descriptors are similar to learning objectives that learners should achieve by the end of the instructional period for the level. These descriptors help guide the development of Instructional Modules (sets of lessons) and individual lessons. The Literacy and Numeracy Frameworks have three levels that

define the developmentally progressive performance of learners against the standards for each content area. Life Skills and Work Readiness Frameworks have two levels; these are replaced by Science and Social Studies in the third level.

3. **Module Objectives.** The ABE teaching and learning materials for each curriculum are organized by modules. A module is a set of lessons that focuses on a specific set of sub-skills and/or content. Each module is guided by a set of overall objectives that guide the teaching, learning and assessment activities for the lessons contained in the module. The module objectives are directly related to the level descriptors and the standard(s). Modules contain lessons, each of which has specific lesson learning objectives. In the specific curriculum frameworks that follow, the modules are identified for Level 1 only.
4. **Lesson Objectives:** Each lesson is guided by a set of specific learning objectives, describing the specific knowledge and skills that learners should be able to demonstrate at the end of the lesson. The lesson objectives are not included in this document; to review the Level 1 lessons, please refer to the Facilitator Manuals.

3.2 What the Frameworks do not show

As stated in the previous section, the ABE curriculum materials strive to be relevant to youth and reflective of Liberian life, and to be integrated across content areas. The frameworks that follow, for the most part, show only decontextualized skills and knowledge. For example, in the Literacy Framework, you do not see the rich stories about Liberian life through which learners develop reading skills; in the Numeracy Framework, you do not see the math activities that reflect the ways that learners use math in daily life. Readers of this guide will find these contextualized elements by exploring the lessons and activities found in the Facilitators Manuals, Learner Workbooks, and the supplemental materials that have been developed to accompany the curriculum. By the time learners reach level 2, the content of Life skills and Work Readiness provide much of the context for the teaching and learning that takes place in Literacy and Numeracy Level 2.

3.3 Orientation to the Curriculum Framework Charts

The Frameworks that follow in this section are organized in much the same way as the graphics above.

- 1) *Standard(s)* are in a text box. The exception is the Literacy Framework, where the four literacy standards for reading, writing, speaking and listening are shown together at the beginning of the section, with the individual standards and level descriptors following this overview.
- 2) The *Levels and the Level Descriptors* follow in a chart that shows how learners should progress from level to level. The descriptions of what learners should know and be able to do (knowledge and skills) when completing each level include some examples of real-life activities that learners might engage in. Note that these examples are only illustrative and do not comprise the full range of real-life activities covered in the workbooks.
- 3) The next section contains detailed information about each Level: the Level Overview (standards and additional details); *Module Objectives* and number of lessons per module.
- 4) **The detailed list of *lesson objectives* for each module are found in the Facilitators Manuals**

3.4 Curriculum Framework for Literacy

In the ABE curriculum, the term *literacy* is understood to include reading and writing and the associated communication skills of listening and speaking. Learners who complete all three levels of the ABE literacy curriculum should be able to communicate effectively with others in standard English through reading, writing, speaking and listening. The standards for the four main literacy component skills form the basis for the Literacy Curriculum Framework: Speak So Others Can Understand; Listen Actively; Read with Understanding; Convey Ideas in Writing.¹ These research-based literacy standards were developed for older youth and adults, and reflect the processes, skills and knowledge used by *all* learners, from beginning to proficient. The standards for speaking and listening are based on research and best practices in English for Speakers of Other Languages /English Language Learning, and can be used with native and non-native speakers of English.

The level descriptors for each standard presented in the following charts reflect beginning levels through low intermediate. Each level progresses in depth of knowledge required; amount of learner independence and fluency (or automaticity) expected; and the range of conditions in which the skill can be performed. The standards and their level descriptors are presented separately in the charts that follow, for clarity, but in reality they are closely connected. In the ABE curriculum, the content associated with these standards is integrated into the teaching and learning activities and are not taught separately.

¹ These standards are adapted from the Equipped for the Future Content (EFF) Standards for Adult and Lifelong Learning, developed in the United States for the National Institute for Literacy. The standards were adopted by the MoE- CESLY Technical Working Group in January 2010 and were reviewed and refined by the Technical Working Group in February 2011. Each EFF standard has a developmental continuum of performance which has been used to anchor the four levels of the CESLY NFE curriculum. For more information, go to <http://eff.cls.utk.edu>

Literacy Content Standards

Read With Understanding	• Determine the reading purpose • Select reading strategies appropriate to the purpose • Monitor comprehension and adjust reading strategies • Analyze the information and reflect on its underlying meaning • Integrate it with prior knowledge to address reading purpose
Write to Share Ideas and Information	• Determine the purpose for communicating • Organize and present information to serve the purpose • Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure. • Seek feedback and revise to enhance effectiveness of communication
Speak So Others Can Understand	• Determine the purpose for communicating • Organize and relay information to effectively serve the purpose, context, and listener • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension • Use multiple strategies to monitor effectiveness of communication
Listen Actively	• Attend to oral information • Clarify purpose for listening and use listening strategies appropriate to that purpose • Monitor comprehension, adjusting strategies to overcome barriers to comprehension • Integrate information from listening with prior knowledge to address the listening purpose

Read with Understanding

- Determine the reading purpose
- Select reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies
- Analyze the information and reflect on its underlying meaning
- Integrate it with prior knowledge to address reading purpose

	Level 1	Level 2	Level 3
Learners exiting this level know and are able to:	• Decode and recognize everyday words or word groups in short, simple text • Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds, and common vocabulary. • Monitor accuracy of decoding and word recognition using various strategies, such as using pictures; discussion with others; matching key words to words in a simple sentence • Recall prior knowledge to assist in understanding	• Decode and recognize familiar simple words, by breaking words into syllables, applying pronunciation rules • Recognize and understand simple sentence structures • Use comprehension strategies, such as re-reading, predicting, retelling, asking questions, making list of new words, using a picture dictionary; recalling prior knowledge about the topic • Recall prior knowledge to assist in selecting texts and in understanding the information they contain	• Decode and recognize most familiar and some unfamiliar words in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. • Demonstrate familiarity with common, high-interest content knowledge and related vocabulary. • Locate important information in simple text using some simple strategies. • Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples. • Actively apply prior knowledge to assist in understanding information in texts.
Illustrative Examples of real-life reading activities that learners should be able to do	• Recognize words and prices to make decision about buying • Read personal names and labels • Read short passages of familiar words to get information	• Read simple road signs to decide what actions to take. • Read short community notice to be aware of events and information	• Read a prescription • Read short notes • Read a short story about a personal problem, to make personal decision • Read about health information, to take appropriate precautions

Write to Convey Ideas and Information

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure
- Seek feedback and revise to enhance the effectiveness of the communication

	Level 1	Level 2	Level 3
Learners exiting this level know and are able to:	Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names), numbers, simple phrases to convey information, Use highly structured template or guide to organize information Perform a few simple edits of handwriting, spelling, punctuation and capitalization, based on feedback from others and using a template or guide	Determine the purpose and audience for communicating in writing; Follow a highly structured, externally developed plan to organize ideas around a single familiar topic and produce a short but legible and comprehensible draft; Appropriately use mostly everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures (such as simple and compound sentences and questions) in short paragraph form, lists, and responses to prompts with minimal use of detail or attention to audience; Make simple edits of grammar (simple present and future tenses, subject/verb agreement), beginning-sentence capitalization, spelling and punctuation (end periods, some commas).	Determine the purpose and audience for communicating in writing; Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft; Appropriately use mostly familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps, instructions, commands or a few short, well-linked paragraphs to convey ideas; give several supporting details or examples Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process. Make revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience; Make several simple edits of grammar (such as simple tense agreement), spelling, and punctuation (such as periods, capital letters, and some commas), sentence structure

	Level 1	Level 2	Level 3
			(such as compound and some complex sentences), language usage, and text structure using tools such as spelling word lists and simple editing checklists.
Illustrative Examples of real-life writing activities that learners should be able to do when they finish this level:	• Write own and family members' names to provide personal information. • Write a list of items to buy at the store	• Write a brief letter introducing self. • Write simple direction for someone to follow. • Write simple text messages (SMS)	• Fill in simple forms • Write letter or email to friends • Write informational booklet for children • Write step-by-step instructions for everyday activity • Write a brief report of an event witnessed

Speak So Others Can Understand

- Determine the purpose for communicating in English
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Use multiple strategies to monitor the effectiveness of the communication

	Level 1	Level 2	Level 3
Learners exiting this level know and are able to:	• Recall and use familiar and highly relevant words and phrases • Pronounce these words fluently and accurately, with support • Use simple strategies (such as gestures and eye contact) to monitor effectiveness of communication	• Recall and use vocabulary related to common every day topics; know and use basic grammar and sentence structure; know and use appropriate register (level of formality) in familiar, predictable communications tasks • Use simple strategies to select and relay information • Apply simple strategies to monitor communication	• Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks • Select from a limited ranges of strategies (such as combining and recombining known or heard words and phrases, reformulation, or self-correction) to select and relay information • Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose
Examples of real-life speaking activities	• Carry on simple conversation with a fellow learner on a particular topic • Relating the sequence of a short story read and/or heard	• Participate in social conversation on familiar topics. • Deliver presentation on own ideas to a group of learners gathered • Participate in group discussions • Be understood via mobile phone	• Respond to questions on a job interview • Explain simple work rules and procedures to a new worker • Formally welcome a new visitor to a workplace • Give a short introduction of a guest speaker • Making opening or closing remarks at a program

Listen with Understanding

- Attend to oral information in English
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

	Level 1	Level 2	Level 3
Learners exiting this level know and are able to:	• Understand and respond to familiar words and phrases in simple questions, explanations. • Use simple ways of communicating understanding or asking for clarification • Use non-verbal and visual clues and other background knowledge to understand the intent of the speaker	• Understand and respond to conversations, instructions and narratives on familiar topics • Use several strategies for giving feedback, gathering missing information and for repairing misunderstandings in comprehension • Use background knowledge and strategies (such as expressing an opinion or collecting information) to understand the intent of the speaker	• Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations. • Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback. • Use background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) to understand the main intent and details communicated by the speaker and to respond appropriately
Illustrative Examples of real-life Listening activities	Listen and respond to a class discussion of a short article about a current event Follow verbal instructions (such as how to use a simple piece of work-related equipment) Understand the main points covered in a brief narrative on the radio	Listen and relay to others important information Listen and identify the main points of information delivered during a presentation	Listen to a news report and express personal opinion Provide feedback to calm someone who describes a personal problem Listen to a speech and ask appropriate clarifying questions Listen and contribute to a discussion for making a difficult decision

DESCRIPTORS FOR LITERACY LEVEL ONE

READ WITH UNDERSTANDING

- Recognize everyday words or word groups in short, simple text
- Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds, and common vocabulary.
- Monitor accuracy of decoding and word recognition using various strategies, such as using pictures; discussion with others; matching key words to words in a simple sentence
- Recall prior knowledge to assist in understanding

WRITE TO CONVEY IDEAS AND INFORMATION

- Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names), numbers , simple phrases to convey information,
- Use highly structured template or guide to organize information
- Perform a few simple edits or improvements of handwriting, spelling, punctuation and capitalization, based on feedback from others and using a template or guide

SPEAK SO OTHERS CAN UNDERSTAND

- Recall and use familiar and highly relevant words and phrases
- Pronounce these words fluently and accurately, with support
- Use simple strategies (such as gestures and eye contact) to monitor effectiveness of communication

LISTEN FOR UNDERSTANDING

- Understand and respond to familiar words and phrases in simple questions, explanations
- Use simple ways of communicating understanding or asking for clarification
- Use non-verbal and visual clues to understand the intent of the speaker

Overview

Number of instructional hours/days: 75 minutes per day for 108 days

Number of modules: 7

Prerequisite to enter: None

Learner goals/entry point: Basic emerging literacy

Intended pathway: Acquisition of basic literacy for life and work; preparation for further study in order to enter formal school.

Required to exit Level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Level 1 Modules and # of Lessons	Module Objectives: By the end of the module, learners will be prepared to:	Lesson	Alphabetic s & Phonics	Grammar	Vocabulary /Sight Words	Writing
Module A: Recognizing and using individual letters and their sounds at the initial, middle, and ending positions in listening, speaking, reading, and writing 22 Lessons	- Demonstrate familiarity with concepts of print - Name and write English alphabet in upper and lower case - Identify sounds made by consonants - Recognize sight words - Recall prior knowledge to assist in understanding. - Understand concept of “sounding out”, or decoding - Write own name and selected sight words - Read selected key words and sight words, with some support - Fill out a very basic form with first and last name and cell phone number with assistance. - Write simple 3-4 word sentences with assistance.	1		Letter names		
		2		Orient book, directionality of text		Hold pencil, write 6 shapes
		3	s, t, a Sound out short syllables	Letter names	a, sat, at	Pre-handwriting practice-shapes
		4	m f	Most sentences end in period	I, am, as, my, name, is	Continue handwriting practice of upper and lower case letters. I am_____(name). My name is____.
		5	S, T, A, M, F Sound out short syllables -at and – am (mat, Sam)	Introduction to upper & lower case, capital letters at beginning of sentences, proper names, countries, cities		Write and spell first name.
		6	h n e	Name letters of the alphabet out of sequence.	me, the, he, she, is	Write simple sentences using known words.
		7	r d			Write and spell first name with ease. .
		8	H N D R E -ed and – en word patterns (red, ten)	Concept of chapter, using titles to help predict content, provide schema		
		9	k l i -it word patterns (hit, sit)		is, in, it look	Write simple sentences using known words.
		10	v w -et, it word patterns		we, you, they, will, are,	Write cell phone number. Write sentences using will.

			(wet, let), hit, fit)		num-ber	
		11	K, L, I, V, W -am, id, in word patterns	I meaning me is capitalized, given names are capitalized		Write names of a few class mates and their cell numbers.
		12	Mid Module Assessmen t	Review of word patterns with words ending in – ed, et, am, at, is, it, in, it		Write name, cell number and simple sentences using known words. Sound out words.
		13	c g o		read, write, book first, last	Write last name with assistance.
		14	b y		can,get on,to by, be,	Write simple sentence strings with can, read and write.
		15	C G O B Y			Fill out a simple form recognizing spaces for first and last name and cell number.
		16	p j u		put,	
		17	q x z In most words, q is followed by u	Question mark Writing sentences that ask a question.	What, his, her have	
		18	PJUQXZ			Recognize and write sentences with everyday questions and respond by writing sentences with answers.
		19	c sounded /s/ and g sounded /j/		of	
		20	c sounded /s/ and g sounded /j/	Concept of main and lesser characters	Who school market work farm home	Recognize and write sentences using who and place words.
		21	Module A Review Class	Structure of sentences that use periods and question marks,		Review of writing sentences using who and what with being (am/is/are) and action verbs.

				including am/is/are.		
		22	End of Module Assessment			
Module B: Recognizing and using short vowel sounds in listening, speaking, reading and writing, 17 Lessons	- Recognize and use short vowel sounds in the beginning, middle and ending positions - Demonstrate listening comprehension by discussing details of short stories and other text - Recognize sight words - Read and write simple sentences using controlled vocabulary, with some support - Identify use of period, question mark, and exclamation points - Employ comprehension strategy of stopping and checking comprehension while reading	23	Initial short a	Concept of syllable Comprehension strategy : mentally picturing scenes	this, it, want/ wants husband, wife, friend	Write sentences about the actions of others. Write the names of significant others (husband, wife, friend).
		24	/ă/ in beginning, middle, and ending positions	Recognize when to use want or wants Dictation		.Write sentences as dictated about everyday topics (home, farm, school, work, market).
		25	/ă/ in beginning, middle, and ending positions	Reading using controlled vocabulary. Recognize irregular plural form of child.	child, children boy girl, baby	Write names of children with assistance.
		26	Initial short e	HIV/AIDS: bring in speaker on HIV/AIDS if possible. Apostrophes ('s) with family names.	Come no	Write sentences about one's children and/or friends. My boy's name is _____ I have no boys.
		27	Short e in the beginning, middle, and ending positions	Review question mark Recognize capitalization of town and district.		Continued writing using the names of significant others.
		28	short e in beginning, middle, and ending positions	First person singular with irregular verbs: go/goes, do/does	do, does go, goes say, says	Write sentences and questions using first person singular of do and go correctly. (My boy goes to school.)
		29	Initial short i	Comprehension strategy: stop and reflect on what you're reading to		

			make sure you understand it		
		30	short i in the beginning, middle, and ending positions	and, for, has, Mother (Ma) Father (Pa),	Continued writing about family using varied scripted approaches.
		31	short i in the beginning, middle, and ending positions		
		32	Mid Module Assessment		Write sentences using the names of significant family members (husband, children, mother, father) and simple actions they perform.
		33	Initial short o	where live from town, village or city	Write sentences about where one is from and where one lives. .Write and spell one's village, town or city name .
		34	short o in the beginning, middle and end positions	water, good, bad district	Write the name of one's district and spell it.
		35	short o in the beginning, middle, and end positions,		Fill out a basic form with first name, last name, cell number, town and district with assistance.
		36	initial short u	exclamation point Review punctuation : . ? ! Read common sign words (Stop, In, Out). Discuss reading of signs.	Look Stop Out (In) not Write exclamatory sentences with look (out), stop, do not go in, do not go out, etc.,.
		37	short u in the beginning, middle, and end	soon, here	More writing of simple sentences including exclamatory sentences (e.g. Come here! Look out!)

			positions			
		38	short u in the beginning, middle, and end positions			Continued practice filling out simple forms.
		39	End of module assessment			Fill out a form using all known "form" words. Recognize and write sentences with periods, question marks, and exclamation marks. Read and comprehend a story about a family and where they are from.
Module C: Recognizing and using long vowel sounds in listening, speaking, reading and writing, 20 lessons	- Recognize and use long vowel sounds in the beginning, middle and ending positions - Read and write using simple sentences using controlled vocabulary - Pronounce words clearly and more fluently, with less effort - Use a pencil or pen with more confidence and to write letters and words clearly. - Generate their own written text, working with others. - Attend to the sequence of events in a story. - Recognize and write additional sight words - Make connection between text and life - Identify purpose of quotation marks	40	long sounds of vowels a, e, i, o, u		rice, yam, cassava fufu, dumboy	Introduce writing sentences using food words.
		41	Long sounds of vowels when e is added to the end of a one-syllable word	final e makes preceding vowel long Comprehension strategy: visualize scenes and characters	like/s, buy/s banana meat fish	Write about family member's likes and dislikes related to food and cooking.
		42	Long sounds of vowels when e is added to the end of a one-syllable word		grow eat sugar cane	Make a shopping list.
		43	long sound a in gate, pay, tail	two vowels side by side, usually first says its name	costs	Make a shopping list with costs of each food item using the S sign and number.
		44	long sound a in gate, pay, tail			More writing about food and extended family.
		45	long sound in gate, pay, tail		hurt head arm leg foot stomach	Writing with body part vocabulary.
		46	long sound e in meat,	ie as in field, chief, priest	How feel	Writing about illness and health. How do you feel?

			seed, field	= pattern to memorize	sick well hot cold	
		47	long sound in eat, seed, field			Writing about illness and health.
		48	long sound e in meat, seed, field		fever malaria doctor hospital	Writing about illness and health.
		49	MID MODULE ASSESSME NT			Writing about food and illness.
		50	long sound l in tie, cry, rice	5 ways to form long i: 2 vowels walking, silent e, y at end of short vowels, l at end of syllable, l between two consonants	medicine should, must, need/s, help eat drink	More writing about illness and food one should and should not eat.
		51	long sound l in tie, cry, rice		man woman men women	More writing about food, body parts and illness.
		52	long sound in tie, cry, rice			Final writing about illnesses men, women and children get and what they should do.
		53	long sound o in vote, goat sometimes ow makes long ow (grow, row, not cow)	Irregular nouns	know/ no age years old	Writing about one's age and ages of family members.
		54	long sound o in vote, goat		think/s, walk/s	Writing about one's age and ages of family members.
		55	long sound o in vote, goat			Writing about one's age and ages of family members
		56	long sound u in tube,	"ew" sometimes	form words age,	Practice filling in forms adding age, names and ages

			new	makes the long u Comprehension strategy, making mental connections with your own life	male female	of children, checking off box for male/female.
		57	long sound u in tube, new		stop/s,	Practice filling in forms adding age, names and ages of children, checking off box for male/female.
		58	long sound u in tube, new			
		59	End of Module Assessment			
Module D: Recognizing and using consonant digraphs in listening, speaking, reading, and writing 12 lessons	- Read and write words and simple sentences that contain the consonant digraphs ch,sh,ph,th,wh - Recognize that compound words contain two or more words that can function independently - Use prediction and inference to help with reading comprehension - Generate independent writing - Recognize and write additional sight words	60	Initial consonant digraph ch		village, hut shop clinic school bus car walk	Write about one's village or town.
		61	Consonant digraph ch in the middle and end of words		Writing number words 1-5	Writing using number words.
		62	initial consonant digraph ph		could, talk, some, o'clock	Writing using number words 1-5 with time
		63	consonant digraph ph in the middle and end of words		Writing number words 6-10	Writing using number words 6-10 with time.
		64	initial consonant digraph sh		men, women, morning, afternoon	Writing about time and times of day.
		65	consonant digraph sh in the middle and end of words		evening tomorrow	Writing about time and times of day.

		66	Mid Module Assessment			
		67	initial consonant digraph th	Comprehension strategy: stop and check comprehension as you read	would, dollars money, found, with	Writing about dollars spent using words, food and other known words.
		68	consonant digraph th in the middle and end of words		that this	Using this and that.
		69	initial consonant digraph we		people, questions, each	What you want to, need to, should buy. How much does it cost?
		70	consonant digraph wh in the middle and end of words	compound words are words that consist of two or more words that can function independently		
		71	End of Module Assessment			Reading and writing about time and money.
Module E: Recognizing and using consonant blends in listening, speaking, reading, and writing 18 lessons	- Read and write words and sentences that contain consonant blends, of two and three letters - Identify <'s> as a possessive - Identify consonant blends of two and three letters - Read and write ending consonant blends - Recognize and write additional sight words	72	L blends		clothes lappa, pants, shirt	Writing about clothing.
		73	L blends		dress shoes skirt red blue	Writing about clothing
		74	R blends	Sounding out multi-syllabic words	other, trouble,	
		75	R blends		Yellow green	Writing about one's clothes using color words.
		76	2 letter S blends		together, new, old	
		77	2 letter S blends	Identify author as writer of a story or book		

		78	Mid Module Assessment	Apostrophe for possession	Aunt Uncle Cousin Grandma Grandpa	
		79	3 letter S blends	In English, q is almost always followed by u	Our Their your	Writing about extended family, clothes and other possessions.
		80	3 letter s blends			
		81	W blends	“two” is not a w-blend, it is an exception	until, wait, one,	
		82	W blends			
		83	Ending blends -st, -lk, -t, -lt, -nd, -sk, -pt, -ft, -ct		said, went, did	Writing in past tense
		84	Ending blends -st, -lk, -t, -lt, -nd, -sk, -pt, -ft, -ct			Writing in past tense
		85	End of Module Assessment			Writing in past tense
Module F: Recognizing and Using Diphthongs, double letters, silent letters, r-controlled vowels in listening, speaking, reading, and writing 15 lessons	- Read and write words and sentences that contain diphthongs, double letters, silent letters and r-controlled vowels - Write short sentence(s) independently, - Use additional listening and reading comprehension strategies, such as using schema to predict what the story will be about and using inference to draw additional meaning from the story - Tell a story chronologically - Put words in order alphabetically - Read controlled vocabulary texts independently - Recognize and write additional sight words	86	diphthong s oi/oy		never, every, going	Writing about jobs, past and future.
		87	diphthong s oi/oy	paragraph is a section of writing that deals with one main idea	(farmer) Seller Fisherman Cook Sewer	
		88	diphthong s ou/ow		busy, customer earn	Writing about jobs, past and future.
		89	diphthong s ou/ow	A poem is a piece of writing designed to convey experiences ideas or emotions in a vivid way		
		90	diphthong s au/aw			
		91	diphthong			More writing about your

			s au/aw			village/town, family and friends and jobs using new words and word patterns
		92	short /oo/ book, long oo school			
		93	short /oo/ book, long /oo/ school		More examples words for patterns	More writing about your village/town, family and friends and jobs using new words and word patterns
		94	Double letters	alphabetizin g		
		95	Double letters		More examples words for patterns	More writing about your village/town, family and friends and jobs using new words and word patterns
		96	Mid Module Assessmen t			
		97	Silent Letters B,C, L, W		More examples words for patterns	More writing about your village/town, family and friends using new words and word patterns
		98	Silent Letters T, K, U, D, N			
		99	R- controlled vowels		More example words for patterns	More writing about your village/town, family and friends using new words and word patterns
		100	R- controlled vowels			
		101	S as in z praise, zh, asia, sh sure		More example words for patterns	More writing about your village/town, family and friends using new words and word patterns
		102	S as in z praise, zh, asia, sh sure			
		103	End of Module Evaluation			
Module G: Reviewing Punctuation , Capitalizatio	- Use periods, question marks, exclamation points and quotation marks appropriately - Read 119 sight words	104	Punctuatio n			
		105	Sonie's Story			

n 3 lessons	Understand and discuss stories					
		10 6	Reviewing Sight Words			
		10 7	Final Assessmen t			
		10 8	Final Assessmen t			

DESCRIPTORS FOR LITERACY LEVEL TWO

READ WITH UNDERSTANDING

- Decode and recognize familiar simple words, by breaking words into syllables, applying pronunciation rules
- Recognize and understand simple sentence structures
- Use comprehension strategies, such as re-reading, predicting, retelling, asking questions, making list of new words, using a picture dictionary; recalling prior knowledge about the topic
- Recall prior knowledge to assist in selecting texts and in understanding the information they contain

WRITE TO CONVEY IDEAS AND INFORMATION

- Determine the purpose and audience for communicating in writing;
- Follow a highly structured, externally developed plan to organize ideas around a single familiar topic and produce a short but legible and comprehensible draft;
- Appropriately use mostly every-day, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures (such as simple and compound sentences and questions) in short paragraph form, lists, and responses to prompts with minimal use of detail or attention to audience;
- Make simple edits of grammar (simple present and future tenses, subject/verb agreement), beginning-sentence capitalization, spelling and punctuation (end periods, some commas).

SPEAK SO OTHERS CAN UNDERSTAND

- Recall and use vocabulary related to common every day topics; know and use basic grammar and sentence structure; know and use appropriate register (level of formality) in familiar, predictable communications tasks
- Use simple strategies to select and relay information
- Apply simple strategies to monitor communication

LISTEN FOR UNDERSTANDING

- Understand and respond to conversations, instructions and narratives on familiar topics
- Use several strategies for giving feedback, gathering missing information and for repairing misunderstandings in comprehension
- Use background knowledge and strategies (such as expressing an opinion or collecting information) to understand the intent of the speaker

Overview

Number of instructional hours/days: 75 minutes per day for 108 days

Number of modules: 7

Prerequisite to enter: completion of Literacy level 1 or passing score on intake assessment

Learner goals/entry point: functional literacy

Intended pathway: Acquisition of basic literacy and numeracy for life and work; preparation for further study in order to enter formal school.

Required to exit level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Level 2 Literacy Scope and Sequence

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
		1	Classroom based assessment and pre-testing and familiarization with classroom procedures. Overview of the Semester 1 schedule and responsibilities (such as homework). Distribution of Semester 1 workbooks and reinforcement of the requirement that students are expected to write in the literacy and numeracy workbooks and that this will be monitored. Review of symbols used in the learner workbook.			
			Semester 1: Modules A, B, and C			
Module A: Review of alphabetics, phonics, grammar and writing taught in Level 1 in the context of content being covered in the Life Skills component. 18 Lessons	<u>Reading</u> Decode and recognize familiar simple words, by breaking words into syllables, applying pronunciation rules Use key strategies before during and after reading (prediction, context clues, checking for understanding, asking questions). <u>Fluency</u> Read a variety of short Liberian stories written at the appropriate level to increase fluency and help students to see reading as a form of entertainment for themselves and their children. Review specific strategies to improve reading fluency. <u>English/Grammar</u> Recognize and understand simple sentence structures. Begin to make simple edits of grammar (simple present and	2	Review the alphabet by naming letters and spelling words (ongoing throughout Modules A and B)	Write sentences that begin with a capital and end with a period or question mark.	Agree on class ground rules.	Introduce yourself to a friend who will introduce you to the class and describe what you like to do.
		3	Read CVC pattern words with short /a/. Add them to personal dictionary.	More sentence review.	Goal words, need to, want to, have to	Ask and answer peer questions for clarification and to give to identify goals.
		4	Use CVC patterns with short/i/.	Identify subject pronouns (I, he, she). Use subject pronouns with "to be" verbs in present tense (am, is, are).	Use words with CVC patterns and family/ friend words	<u>Writing Day:</u> Use a script to write sentences related to reaching personal goals.
		5	Use CVC patterns with short /e/.	Identify action verbs and "helping verbs" related to goal-setting.	Learn to recognize and spell basic action verbs and words related to describing personal goals.	Write sentences about your goals using a script.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	future tenses, subject/verb agreement), beginning-sentence capitalization, spelling and punctuation (end periods, some commas). Use a beginner dictionary to aid in reading, writing, vocabulary development and spelling.	6	Use CVC patterns with the short /o/. Discuss how word patterns can extend one's vocabulary.	Write and properly punctuate questions with "to be" and action verbs.	Identify language related to 3 specific personal mini-goals	In pairs discuss how to refine ones goals to make them as specific and realistic as possible.
	<u>Standard English/Liberian English</u>	7	Use CVC patterns with the short /u/.	Make and punctuate a list.	Identify language related to goal-setting.	Work with a partner on a game leading to prioritization of mini-goals.
	Explain to students the reason for using Standard English in the Level 2 components and touch very, very briefly on the reasons why.	8	Patterns with the short /u/. Use CVC patterns with th and wh blends at the beginning and ends of words.	Use the correct form of first person singular nouns (He needs.)	Use words related to tasks.	Write a first draft of a personal plan related to goals.
	<u>Reading/Writing Connections</u> Evaluate one's purposes for reading and writing and progress toward literacy life skills goals.	9	Review ending blends –er.in common job words.	Use a few basic describing words with "to be" in the present tense.	Review more skill-related vocabulary.	Refine the plan.
	Understand what good readers and writers do when they read and write. <u>Writing/Vocabulary</u> Learn and use new vocabulary related to setting goals, child development and living in one's community in the context of reading and writing (read an example, write using a model or script).	10	Read and use short words ending in a long vowel (be, he, she, me, the, we, no, go, so)	Gain a basic understanding of the difference between standard English and everyday Liberian English.	Learn to distinguish between the words hopes and dreams. Write words related to hopes and dreams for one's children.	<u>Writing Day</u> Write a final draft on one's personal plan including one goal related to one's children. Understand that goals may change over time.
	Follow a highly structured, externally developed plan to organize ideas around a	11	Mid-Module Assessment: Participate in a spelling test (alphabetics).	Review grammar terms learned in Module A. Take a short "quiz"	Learn words related to evaluating learning, e.g. read, write, know	Write a summary of what has been learned.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	single familiar topic, such as a plan to meet goals.				how to, learn about).	
	Begin to produce a short, comprehensible draft with very basic revision and editing.	12	Identify and use the short sound of /oo/ (e.g. book, look, cook, good, wood).	Use subject and possessive pronouns.	Practice using dictionary to look up and add words.	Understand the concept of “pre-writing” or planning of writing. Use a word web as a pre-writing strategy.
	Write short paragraphs, very simple personal forms, lists, and responses to prompts with minimal use of detail or attention to audience.	13	Understand pattern “when the final e is silent, the vowel is usually long” (bake, hate, five, hope). Practice –ake pattern.	Use subject and possessive pronouns and ‘s.	Words related to hopes and dreams for family words.	<u>Writing Day</u> Draft a basic narrative about hopes and dreams for children using prewriting strategies.
	Practice handwriting.	14	Use “silent final e” rule with additional patterns (-ade, -ife, -ine).	Use subject and possessive pronouns and ‘s	Practice more family-related vocabulary.	Practice giving and receiving feedback on draft.
	<u>Speaking</u> Recall and use vocabulary related to common every day topics; know and use basic grammar and sentence structure in familiar, predictable communications tasks. Use simple strategies to select and relay information. Apply simple strategies to monitor communication.	15	Use “silent final e” rule with -ote, - ope, -ere.	Recognize complete and incomplete sentences.	Practice family-related vocabulary and descriptive words.	Create a revised draft of narrative.
	<u>Listening</u> Understand and respond to conversations, instructions and narratives on familiar topics. Use a few strategies for giving feedback.	16	Practice ending blends with –st (first, last, must, just).	Review the concept and use of exclamatory sentences.	Learn caution and sign words and use in exclamatory sentences (stop, caution, danger).	<u>Writing Day</u> Write using exclamatory sentences and caution words.
		17	Practice –wh and –th at the	Review spelling of verbs ending	Emotion language,	Make a list of ways to provide

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
			end of words.	in o (do/does ; go/goes)	e.g. love, hug, listen praise.	emotional support to children.
		18	Review Day: Take a pre-test on alphabetics and spelling.	Review grammar terms learned in Module A. Take a short “quiz”	Orally self-assess what has been learned in Module A using a checklist.	Review previous and discuss how one has improved (writing portfolio).
		19	Testing			
Module B: Keeping Myself and My Family Healthy Module B continues the review of the more complex alphabetics, phonics, and grammar taught in Level 1, along with the addition of vocabulary and language skills that will facilitate integration with the Life Skills component, including vocabulary and writing related to preventing common illnesses, literacy	<u>Reading</u> Continue Level 1 review adding more complex word patterns such as digraphs and blends, with a focus on a <i>very few example words</i> students use frequently in their daily lives.	20	Review concept of digraph learned in Level 1. Practice digraphs ch, ph, sh.	Use possessive pronoun (my, his/her, your, our, their)	Learn words related to child development and extended family.	Use dialog journals to practice writing about how children grow.
	Learn additional reading strategies such as comprehending and using the strategies of reading to understand the “gist” of a text and skipping words to get the main idea.	21	Practice using digraphs in middle and ending positions.	Use there is and there are at the beginning of sentences.	Learn words related to marriage (married, wife, husband, son, and daughter).	Write about present, past or future plans related to marriage and children.
	Recognize purposes for written instructions. Identify clear and unclear instructions.	22	Practice using digraphs in middle and ending positions	Identify and use more helping verbs : do/does, can, need to, have to, want to, like to).	Use words related to the ages and life stages of people (baby, child, teenager, adult, pregnant).	<u>Writing Day</u> Write and respond to do at different ages.
	<u>Fluency</u> Use strategies to improve reading fluency. Read texts (such as a very simple friendly letter) orally with appropriate pace and ease.	23	Identify and use key consonant blends with L: bl (black, block); cl	Write questions with helping verbs.	Write the time (1 o'clock or 1:00) and general time words	Writing about an event in the past using time-related words.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
needed to visit a doctor, and literacy related to good nutrition for children and adults. 18 Lessons	<u>English/Grammar</u> Recognize and use simple sentence structures in past, present and future. Recognize the key elements and form of a friendly letter. Review and use sentences with commands. Continue to use a beginner dictionary. <u>Standard English/Liberian English</u> When needed, brief “information boxes” will be provided in the Facilitator’s Manual to very briefly highlight the difference between Liberian English and Standard English. <u>Reading/Writing Connections</u> Evaluate one’s purposes for reading and writing and progress toward literacy goals. Understand what good readers and writers do when they read and write.		(clock, clap); fl (flag, flat); gl (glad); pl (place); sl (slim).		(in the morning, in the afternoon, at night).	
		24	Identify Initial consonant blends with s: sc (scan), sk (skim, skip); sm (small); sp (spell, speak); st (stop, step	Use « going to » to indicate future tense.	Learn to read and write the days of the week.	<u>Writing Day</u> Write about a trip or event using days of the week and time
		25	Continue to practice blends with L and S.	Use a few basic past tense verbs.	Use transportation words (bus, car, on foot) and practice days of the week.	Write about a trip or event (continued).
		26	Blends with R: dr (drink, dress); br (bring); cr (crop)	Write questions using a few basic past tense verbs.	Practice days of the week and abbreviation for days of the week.	Write about a trip or event. Practice revision strategies and give feedback to others.
		27	Blends with R: dr (drink, dress); br (bring); cr (crop	Use contractions for to be verbs (he’s, she’s, they’re).	Practice days of the week and sequence words (first, next, then)..	<u>Writing Day</u> Revise narrative about a trip using sequence words.
		28	Mid-Module Review digraphs and blends: quiz.	Review grammar terms learned in Module 1. Take a short “quiz”	Writing numbers words 1-5.	Review the writing process- planning, drafting, revising and editing.
		29	Blends summary	Use modals could, should.	Writing numbers words 1-5.	Plan a presentation giving instructions in sequence (e.g. cooking, making a

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	<u>Writing/Vocabulary</u> Learn and use new vocabulary related to illness, health and nutrition in the context of reading and writing including very simple letter writing, and community writing. Continue to follow a highly structured, externally developed plans to write on topics related to illness, health, nutrition, going to the doctor, and reading medicine labels. Learn more basic prewriting, revision and editing. <u>Speaking</u> Recall and use vocabulary related to common every day topics; know and use basic grammar and sentence structure in familiar, predictable communications tasks. Use several strategies for giving feedback (to revise writing and in team work) And ask for and offer help including with writing. Begin to recognize the difference between everyday colloquial Liberian English and standard English in speaking. <u>Listening</u> Apply simple strategies to monitor communication, understand and respond to instructions and identify clear and unclear instructions. Generate own comprehension questions					drum).
		30	Blends summary	Distinguish between complete and incomplete sentences.	Use vocabulary related to letter writing.	<u>Writing Day</u> Use a graphic organizer to plan a friendly letter with a partner.
		31	Long a words--	Titles with names (Mr., Mrs., Ms.) Gain a basic understanding of the difference between standard English and everyday Liberian English.	Use vocabulary related to letter writing.	Write a draft of a friendly letter.
		32	Long a words--ate	Review the use of past tense verbs.	Learn number words 6-10.-	Revise a friendly letter based on constructive feedback from peers.
		33	Understand correct use of homonyms their, there and they're.	Understand and use contractions with not (isn't, aren't, doesn't, don't	Learn number words 6-10.	<u>Writing Day</u> Produce a neatly handwritten copy of the friendly letter to send to a real person
		34	Use correct form for homonyms their, there and they're	Use more past tense verbs.	Vocabulary related to one's own town or village .	Write using there is and there are describing places in one's town or village.
		35	Review Day: Take a spelling test.	Review grammar terms learned in Module B. Take a short "quiz"	Orally self-assess what has been learned in Module B using a checklist.	Review and discuss how one's writing has improved (writing portfolio).
		36	Testing			

Level 2 Module Overview	Module Objectives: By the end of the module, learners will be prepared to:	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
	orally and in writing.					
Module C: Our Rights and Responsibilities at Home and in Our Community Module C will focus on new material not addressed in Level 1, including more complex multi-syllabic words and word patterns and reading and writing expository (informational) texts related to material covered in Life Skills. Topics such as personal rights and responsibilities, the prevention of violence in the family and simple village or community governance will be included in the reading material in Life Skills and	<u>Reading</u> Divide and pronounce simple multi-syllabic words. Read and use compound words, and final consonant blends. Demonstrate understanding of multiple purposes for reading and how narrative and informational reading differs. Actively assess prior knowledge (such as knowledge about illness learned in life skills) to aid in reading and writing. Predict unfamiliar words based on context and use other strategies before during and after reading.. <u>Fluency</u> Understand the importance of reading in idea phrases to increase fluency Read a variety of short Liberian stories written at the appropriate level to increase fluency and help students to	37	Divide multi-syllabic words into syllables (using tapping) and use alphabetic rules to aid in pronouncing the words (months of the year, days of week)	Use a few basic irregular verbs (go/went ; says/said).	Introduce writing the months of the year.	<u>Writing Day</u> Respond to formal school-like questions based on months of the year (in complete sentences).
		38	Divide multi-syllabic words into syllables and use alphabetic rules to aid in pronouncing and spelling words.	Recognize the concept of abbreviations and name some common abbreviations used in Liberia (Tel. For telephone, NGO)	Practice writing the months of the year.	Respond to questions based on a reading about the weather and months of the year (in complete sentences).
		39	Use phonemic awareness to aid in guessing unfamiliar words.	Write abbreviations for months.	Practice writing the months of the year	<u>Writing Day</u> Understand how to scan text to locate unfamiliar words when responding to guided questions.
		40	Understand the concept of compound words.	Use commas and slash marks in writing dates.	Practice writing the date.	Discuss one's community and how it is governed, including language related to community leaders
		41	Understand the concept of compound words	Use commas in adjectives in a series.	Vocabulary related to rights and responsibilities.	Write about one's community and how it is governed, including language related to community leaders

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
Literacy. 18 lessons	see reading as a form of entertainment for themselves and their children. <u>English/Grammar</u> Distinguish between complete and incomplete sentences. Recognize how dates are punctuated and write dates on written assignments. Understand how the present continuous verb tense is used. Become introduced to the concept of contractions. Punctuate with sequence words (first, next, then). <u>Standard English/Liberian English</u> When needed, brief “information boxes” will be provided in the Facilitator’s Manual to very briefly highlight the difference between Liberian English and Standard English. <u>Reading/Writing Connections</u> Increase skills in evaluating one’s purposes for reading and writing and progress toward literacy goals. Speak with increasing ease about stories read for	42	Final consonant blend- ng ring, sing, thing, __ing)	Understand the concept of a paragraph.	Vocabulary related to rights and responsibilities.	<u>Writing Day</u> Revise writing about one’s community and how it is governed, including language related to community leaders
		43	Final consonant blend- ng ring, sing, thing, __ing)	Use pronouns this and that.	Vocabulary related to violence in the community .	Writing about community rights and responsibility.
		44	Change y to ies	Use some and many correctly.	Vocabulary related to rights and responsibilities.	Writing about community rights and responsibility.
		45	Change y to ies	Use objective pronouns – me, him, her).	Vocabulary related to rights and responsibilities.	Brainstorm and make lists related to violence in one’s community.
		46	Mid-Module Review: Write multi-syllabic words based on syllable sounds.	Review grammar terms learned in Module C. Take a short “quiz”	Write dictated dates using correct punctuation and spelling of months and days	Name two questions you have about what you have learned in Module C.
		47	Recognize and use final consonant blends (short sounds of vowels) –e.g.-- sh, mp, nd, ck, nt, xt, ck, lk, sk, pt, ft, lt, ct	Use frequent synonyms and antonyms.	Use vocabulary related to parts of the body. Use irregular	Write and respond to peer questions related to the body and injuries.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	entertainment.				verbs associated with being sick (feel, felt; hurt, hurt; break, broke)	
	<u>Writing/Vocabulary</u> Read and write the months of the year. Use more complex words associated with time: always, never and sometimes.	48	Recognize and use final consonant blends	More common irregular past tense words.	Use vocabulary related to key illnesses in Liiberia (cold, flu, malaria, cholera, AIDS).	<u>Writing Day</u> Write the names and summaries of illnesses.
	Use increasingly large vocabulary, including words related to one's rights and responsibilities, the prevention of violence and basic village governance.	49	Recognize and use final consonant blends	Recognize abbreviations related to health.	Use vocabulary related to key illnesses in Liiberia (cold, flu, malaria, cholera, AIDS) and their symptoms.	Write the names and summaries of illnesses.
	Write informational texts such as about right and responsibilities. Write summaries of informational texts with increasing effectiveness. Fill in community-related personal information forms and/or forms about children or family members.	50	Recognize and use final consonant blends	Identify how to address an envelope.	Identify and use vocabulary related to filling out basic health forms.	Fill out a basic health form with personal and health information.
	Follow a less highly structured plan to organize ideas around topics and produce longer drafts. Use strategies and checklists to plan, revise and edit texts. <u>Speaking</u> Recall and use an increasing vocabulary related to common every day topics. Apply basic grammar and sentence structures learned to speaking and communications tasks. Use more complex strategies	51	Recognize words with final consonant blends.	Use correction punctuation in filling out health forms.	Identify additional form words.	<u>Writing Day</u> Write a final personal health form. Discuss the need to carry this form to the doctor to copy from.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
	to select and relay information and apply strategies to monitor communication. <u>Listening</u>	52	More words with final consonant blends.	Review of writing dates, such as birthdates of children.	Additional vocabulary related to health and illness.	Make a list of previous illnesses of family members.
	Understand and respond to conversations, instructions and narratives using the vocabulary learned.	53	Review Day: Spelling and word recognition review	Grammar review	Overview of words learned and Writer's Dictionary.	Review of writing completed so far to discuss how one has improved as a writer.
	Use new strategies for giving feedback on group tasks and revisions of writing.	54	Testing			
Semester 2: Modules D, E and F						
Module D: Taking Care of My Community and the Living Things Around It. Module D will focus on new material including more complex multi-syllabic words and word patterns related to plants and animals in the local environment and reading and writing texts related to	<u>Level Check</u> By the beginning of Semester 2, learners should read and write the days of the week, months and date in all components. They should read simple stories and questions (such as numeracy word problems) in all components. They should be able to fill out basic forms. <u>Reading</u> Skim text for relevant information. Understand the main focus of a somewhat longer text (two paragraphs).	55	Classroom based assessment and familiarization with classroom procedures. Overview of the Semester 2 schedule and responsibilities (such as homework). Distribution of Semester 2 workbooks and reinforcement of the requirement that students are expected to write in the literacy and numeracy workbooks and that this will be monitored. Review of symbols used in the learner workbook.			
		56	Long a words: ay (lay) -ai: (paid, pain, rain, train).	Write and punctuate districts and counties.	Overview of the importance of the natural environment.	Discussion of environment.
		57	Long a words: ay (lay) -ai: (paid, pain, rain, train).	Use descriptive adjectives related to crops.	Reading plant words. Understand the main focus of a somewhat longer text (two paragraphs).	Writing about crops in the local community.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
basic community governance, the surrounding environment and natural things, managing natural resources and supporting renewable energy. Topics such as preserving the environment for one's children, participating in decision-making related to the community (e.g. writing a letter to ask for support) and learning vocabulary related to local businesses will be covered. 18 lessons	Understand how an author supports key points with details and examples.	58	Long e words - ea, ie: (meat, chief).	Use commas after sequence words such as first, next, and then.	Reading plant words	Make a chart describing the planning and harvest process.
	Identify the point of view of an author. Assess one's agreement or disagreement with an author.	59	Long e words - ea, ie: (meat, chief).	More practice with modals- would, could, should.	Reading a text about plants and identify the point of view of an author. Assess one's agreement or disagreement with an author.	Sequential writing describing the planning and harvest process.
	Distinguish fact from opinion.					
	<u>Fluency</u>					
	Continue to read a variety of short Liberian stories written at the appropriate level to increase fluency and help students to see reading as a form of entertainment for themselves and their children.	60	Long i words tie, cry, rice, kind).	Write using a mix of verb tenses.	Reading plant and farming words.	Revise writing to use more descriptive words.
	Include serial stories that end on a "cliff hanger" to promote more reading and, if possible, introduce stories produced by other programs and NGO's.	61	Long i words tie, cry, rice, kind).	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Reading plant and farming words.	<u>Writing Day</u> Finish a final draft.
	<u>English/Grammar</u>	62	Long u- tube, new (blew, flew, news, chew, glue, true drew, few blue, grew)	More synonyms and antonyms.	Reading about animals, including fables that personify animals.	Continue to analyze the key features of a fable and discuss the function of fables.
	Begin to make simple edits of grammar (simple present and future tenses, subject/verb agreement), beginning-sentence capitalization, spelling and punctuation (end periods, some commas).	63	Mid Module Review			

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
	Recognize and use regular and some very basic irregular comparative adjectives <u>Standard English/Liberian English</u> Identify and discuss the differences between Standard English and Liberian English and the appropriate contexts for each.	64	Long u- tube, new (blew, flew, news, chew, glue, true drew, few blue, grew)	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Identify plot, character development and other features of a story.	<u>Writing Day</u> Write about the characterization of animals in a fable.
	<u>Reading and Writing Connections</u> Take notes to aid in comprehension and recall. Continue to use the dialog journal to increase writing fluency. <i>Encourage students to write in complete sentences except for lists.</i> Categorize plants and animals into groups (e.g. plant families such as trees, crops, weeds). <u>Writing/Vocabulary</u> Read and then write Informational and narrative texts and fill out charts about the plants and animals in one's immediate environment. Read and then write a very simple letter (2-5 sentences) giving one's opinion on a local environmental issue and/or asking for support.	65	Double /e/ letters: green, deep, need, weed, week, feed, weep, sleep)	Use present continuous tense.	Mapping words	Work as a group to begin a community map focused on the local environment..
		66	Double /e/ letters: green, deep, need, weed, week, feed, weep, sleep)	More practice with present continuous.	Words related to the environment.	Discuss how to preserve the environment.
		67	Two vowels side by side, usually first says its name (beat, meat, ,bean, each, teach)	Questions with present continuous.	Direction words	<u>Writing Day</u> Finalize the community map.
		68	Two vowels side by side, usually first says its name (beat, meat, ,bean, each, teach)	Comparative adjectives	Vocabulary related to giving a presentation	Make small group presentations based on the community map.
		69	Prefixes (pre, un, dis, re)	More comparative adjectives.	Vocabulary related to giving a presentation	Make small group presentations based on the community map.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
	Use a beginner's dictionary to keep track of new words and use them in writing. <u>Speaking and Listening</u> Practice talking in pairs, small and large groups about the plants and animals in one's immediate environment, community governance . Practice speaking up and giving one's opinion about environmental issues (working in pairs or small groups). Discuss why speaking up can be challenging.				n	
		70	Prefixes (pre, un, dis, re)	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Sequence words	<u>Writing Day</u> Write about the process of developing the community map using sequence words.
		71	Module Review and Self-Assessment	Grammar review	Vocabulary Review	Reflect on how one's writing has progressed using a writing trait checklist.
		72	Testing			
Module E: Finding a Job and Being a Responsible Man or Woman Module E will provide literacy support both of the Life Skills Component and for the Work Readiness Component. In Work Readiness learners will be working on topics related	<u>Reading</u> Compare and contrast information in similar categories (e.g. jobs in different sectors, health and reproductive issues that differ for men and women.) Identify the main idea in business letters and other written information provided by an employer or health worker. Scan text to predict meaning from headings and subheadings. <u>Fluency</u>	73	Suffixes (able, ous, ness, ful, ment)	Comparative adjectives	Application words	Look at sample application letters to determine the main information covered and the parts of the application letter
		74	Suffixes (able, ous, ness, ful, ment)	Punctuation of an application letter.	Vocabulary related to writing an application letter.	<u>Writing Day</u> Complete a very simple application letter using a very scripted example.
		75	Root words.	Address a business envelope.	Vocabulary related to writing an application letter.	Brainstorm the parts of the application letter including a description of one's skills and previous work experience.
		76	Root words.	Descriptive adjectives	Vocabulary related to	Refine the parts of the application

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
to finding a job such as reading a job announcement , filling out a simple job application, and writing a simple application letter describing one's skills and previous experience. In Life Skills the focus will be on reproductive health with a special emphasis on staying healthy as a sexually active adult and women's issues, such as balancing motherhood and the desire to work and how women can advocate for good jobs, equal pay, and good child care. 18 lessons	Read a variety of short Liberian stories written at the appropriate level to increase fluency and help students to see reading as a form of entertainment for themselves and their children.			related to work.	describing one's skills and previous work experience.	letter including a description of one's skills and previous work experience.
	<u>English/Grammar</u> Know the parts of a simple business letter. .	77	Irregular verbs	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Vocabulary related to describing one's skills and previous work experience.	<u>Writing Day</u> Write a draft application letter.
	After reading many examples of simple business letters, revise and edit one's own personal business letter using more effective describing words and checking for correct grammar, punctuation and spelling.	78	Sounding out multi-syllabic words-	Commonly confused words (borrow/lend).	Job application vocabulary.	Review sample job application forms and practice job application vocabulary.
	Use basic contractions and understand how they are used differently in Standard English and Liberian English.	79	Sounding out multi-syllabic words-	Synonyms and antonyms.	More language related to personal information in job applications.	Begin to practice filling out a job application.
	By the end of the module, produce an edited copy of an application letter that can later be customized to different jobs.	80	Mid-Module Review Alphabetics quiz.	Review grammar terms learned in Module E. Take a short "quiz"		Review the writing process- planning, drafting, revising and editing.
	<u>Reading/Writing Connections</u>	81	Sounding out multi-syllabic words-	Nouns ending in f or fe – half/halves.	Job application language.	<u>Writing Day</u> Create the final draft of the job application form..
	As learners are reading examples of business letters, ask them to identify how the writer keeps the content <i>clear and engaging</i> (such as by using signal words --first, next, last--, writing in short,	82	Sounding out multi-syllabic words-	More comparative adjectives	Reproductive health language; use of always, sometimes, never	Read and respond to written questions related to reproductive health with a special emphasis on staying healthy as a sexually active adult.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
	simple sentences, asking questions of the reader and using effective describing words). Discuss how learners can use similar strategies in their own writing (such as by making a class revision checklist).	83	Rules for adding s and es.	More comparative adjectives	Language related to balancing motherhood and work.	Read and respond to questions related to balancing motherhood and work,
	Ask increasingly sophisticated questions about what is read.	84	More nouns ending in o.	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Vocabulary related to talking about supports and barriers.	<u>Writing Day</u> Write about barriers and supports one has related to balancing motherhood and work using a chart.
	Identify text features (text size, bold, italics, amount of space given to write) that aid or hinder filling out forms and what to do about it.	85	Use double consonants with comparative adjectives (sadder, saddest)	Irregular nouns	Problem-solving language.	Prewrite a paragraph describing how to problem solve to find good childcare and a job with equal pay.
	<u>Standard English/Liberian English</u> When needed, brief “information boxes” will be provided in the Facilitator’s Manual to highlight the difference between Liberian English and Standard English.	86	Nouns ending in y (baby/babies)	Use comparative adjectives good, better, best; bad, worse, worst	Measurement words (in numeracy)	Draft a paragraph describing how to problem solve to find good childcare and a job with equal pay.
	<u>Writing/Vocabulary Direction words</u>	87	Long/oo/ (moon, fool, food, noon, soon, school, cool, room)	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Measurement words (in numeracy)	<u>Writing Day</u> Revise and edit a final draft on managing work and family demands.
	Be able to fill in a very simple job application form after seeing filled in examples. Be able to talk and write about one’s transferable skills and strongest personal qualities using nouns and simple descriptive words.	88	Long/oo/ (moon, fool, food, noon, soon, school, cool, room)	More irregular plural nouns.	Direction words	Make a brief presentation on how to manage work and family demands.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	Use a dialog journal (writing back and forth to a classmate) to “pre-write” about key skills and personal qualities to include. <u>Speaking and Listening</u> Work in pairs and small groups throughout this lessons to prepare for job hunting or vocational training. Make very short oral presentations to the class to describe strategies one used in reading, filling out, and writing application forms, application letters and other job hunting texts.					
		89	Review and learner self-assessment.			
		90	Testing			
Module F: Being a Good Citizen of My Community and of Liberia Module F will also support both the Life Skills and the Work	<u>Reading</u> Read model story-based texts to understand how other Liberians have developed business plans and persuasive letters.	91	More silent letters and r controlled vowels. Silent b, c, l, w, t, k, u, d, n and r controlled vowels s as /z/	Words which are always plural or singular – pants, jeans.	Job words	Writing about different kinds of jobs.
	Identify the parts of a business plan and persuasive letters, including the beginning, middle and ending	92	More silent letters and r controlled vowels. Silent b, c, l, w, t, k,	Aggregate nouns – bread, tea	Description s of job words.	Revising paper about different kinds of jobs.

Level 2 Module Overview	Module Objectives: By the end of the module, learners will be prepared to:	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
Readiness curricula. In Work Readiness the focus will be on entrepreneurs hip and managing one's own business. Learners will receive literacy (and numeracy) support in making a simple business plan, writing publicity to let others know about the business, literacy related to working with suppliers of goods, recordkeeping, writing a receipt and so on. They will also discuss how work (whether in the service sector, manufacturing, selling, or the government) contributes to the rebuilding of a strong Liberian economy. In Life Skills there will be a focus on voting in local, regional and national	sections of the plan or letter.		u, d, n and r controlled vowels s as /z/			
	Discuss how an author supports reasons with evidence, draws conclusions from the evidence and makes connections between cause and effect (such as to develop a business plan).	93	More prefixes and suffixes (-- tion, sion, al mis, im, de). #	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Words related to the writing process.	<u>Writing Day</u> Final Draft
	Ask and answer who, what, when, where, how and why questions to demonstrate understanding of more complex vocabulary.	94	More prefixes and suffixes (-- tion, sion, al mis, im, de). #	Use the question word « why » and respond with « because ».	Business plan words	Understanding the value of making a buissness plan.
	<u>Fluency</u>	95	Sounding out longer words	Use of mixed tenses.	More business plan words.	Review sample business plans.
	Read a variety of short business plans, persuasive letters and record keeping tools that are filled in and embedded in stories to facilitate understanding.	96	Sounding out longer words.	Practice more irregular past tense verbs.	Finance words.	<u>Writing Day</u> Create a basic business plan
		97	Homonyms and homophones	Subject/verb agreement.	Finance words.	Revise the business plan.
	Discuss how to use context cue such as headings, sub-headings and section divisions to facilitate understanding. Help students to understand when to seek outside assistance for high stake documents, such as contracts.	98	Homonyms and homophones	Subject/verb agreement.	More business plan language.	Share business plans with classmates.
		99	Or- corn, morning	Some/many with aggregate nouns (bread, tea, cheese, soup, soap, water, news)	More business plan language.	<u>Writing Day</u> Complete revised business plan_
	<u>Grammar</u>	100	Ar- (bar, dark, star)	Practice more irregular past tense verbs.	Language to use in business letters.	Review sample business letters
	Understand the use of abbreviations, check boxes and other tools commonly found in business forms.	101	More homonyms and	Some/many with aggregate nouns (bread, tea,	Formal and informal	Draft a business letter.

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetic & Phonics	Grammar	Vocabulary /Sight Words	Writing
elections and on how being informed and voting can support their business and personal life. 18 lessons	Discuss contexts where editing is essential and how to seek assistance in proof-reading a final draft. <u>Reading and Writing Connections</u> Effectively use models (filled in forms and sample letters) as an aide in producing personal documents. Read and discuss short texts relating to voting in local or regional elections. <u>Writing and Vocabulary</u> Draft, revise and edit a simple business plan. Draft, revise and edit a very basic persuasive letter (or publicity materials if .writing a persuasive letter is too challenging). <u>Speaking and listening</u> Work in pairs or small groups to produce written documents. Make a brief informal presentation to the class about what was hard and what was easy in producing the written materials.		homophones.	cheese, soup, soap, water, news)	language.	
		102	More homonyms and homophones	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Formal and informal language	<u>Writing Day</u> Writing a final business letter.
		103	Review of root words and more prefixes and suffixes.	More capitalization rules.	Formal education vocabulary.	Draft a plan for one's future goals
		104	Review of root words and more prefixes and suffixes	More uses of commas.	Formal education vocabulary	Revise a plan for one's future goals
		105	Words based on the same root words.	More uses of commas.	Vocational education vocabulary	<u>Writing Day</u> Pre-write how to turn plan into a paper about ones future goals, formal education plans, hopes and/or dreams
		106	Words based on the same root words.	Use a basic editing checklist to check for complete sentences, grammar and punctuation.	Job training and apprenticeship vocabulary.	Edit paper about ones future goals, formal education, hopes and dreams
		107	Review			<u>Writing Day</u> Present final paper on one's future goals, hopes and dreams

Level 2 Module Overview	Module Objectives: <i>By the end of the module, learners will be prepared to:</i>	Lesson	Alphabetics & Phonics	Grammar	Vocabulary /Sight Words	Writing
	Discuss how the written materials can be used as a template for future entrepreneur-related activities (such as for vocational training, apprenticeships and small business creation.	108	Testing			

DESCRIPTORS FOR LITERACY LEVEL THREE

READ WITH UNDERSTANDING

- Decode and recognize most familiar and some unfamiliar words in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace.
- Demonstrate familiarity with common, high-interest content knowledge and related vocabulary.
- Locate important information in simple text using some simple strategies.
- Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples.
- Actively apply prior knowledge to assist in understanding information in texts.

WRITE TO CONVEY IDEAS AND INFORMATION

- Determine the purpose and audience for communicating in writing;
- Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft;
- Appropriately use mostly familiar vocabulary and basic text structure to convey ideas; give several supporting details or examples
- Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process.
- Make revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience;
- Make several simple edits of grammar (such as simple tense agreement), spelling, and punctuation (such as periods, capital letters, and some commas), sentence structure (such as compound and some complex sentences), language usage, and text structure

SPEAK SO OTHERS CAN UNDERSTAND

- Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks
- Select from a limited ranges of strategies (such as combining and recombining known or heard words and phrases, reformulation, or self-correction) to select and relay information
- Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose

LISTEN FOR UNDERSTANDING

- Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations.
- Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback.
 - Use background knowledge and strategies to understand the main intent and details communicated by the speaker and to respond appropriately

Overview

Number of instructional hours/days: Estimated 1 to 1.15 hours per day/5 days per week

Number of modules: TBD

Prerequisite to enter: Completion of Literacy Level 2 or passing score on intake assessment

Learner goals/entry point: literacy

Intended pathway: Entry into formal school at the junior secondary level; formal employment or work; or other personal goals.

Required to exit Level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Information on the Level 3 Framework chart

The following chart was developed specifically to show the relationship between ABE Literacy Level 3 and the Ministry of Education's curriculum for Language Arts. The information in the first three columns of these comparison charts is drawn from ABE Literacy Framework. The first column contains the Level descriptors, the second column contains general teaching and learning objectives, and the third column contains draft content examples. The information in the last three columns is taken primarily from the Accelerated Learning Program syllabus and Teachers Manual for Language Arts: content from the curriculum materials, grade level, and source. Additional information is drawn from the Ministry's syllabus for primary grades. Modules, module objectives, and specific lessons will be created from this chart.

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
Prepare and plan to write					
1. Determine the purpose and audience for communicating in writing; Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft	1a. Convey ideas in writing for real-life purposes	- Determine general purposes (e.g., to inform, describe, or entertain) and specific purposes (e.g., topic to be addressed, task to be accomplished) for writing - State intended audience for written communication - Identify audience's purpose for reading written communication			
	1b. Apply prior knowledge about everyday life, personal experience and interests, cultural understandings, vocabulary and English grammar/writing conventions to support planning for written communication	- Determine relevant content for addressing writing purpose - Determine appropriate word choice and organization - Determine appropriate tone and level of formality, to suit purpose, context and audience			
	1c. Generate ideas and information drawn from prior knowledge that may	- Brainstorm - Write notes while listening - Develop simple graphic			

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
	address writing purpose	organizer to generate ideas - Use free-writing - Ask and answer questions - Briefly interview others to get ideas			
	1d. Identify and organize a few ideas to support a writing purpose	- Follow a template or form to organize ideas - use a text model as a guide for different kinds of writing (report, letter, story) - use graphic organizers to plan the first draft			
Generate Text					
2. Produce a legible and comprehensible draft	Draw on prior knowledge about everyday life, personal experiences and interests, and cultural understanding to convey ideas in written text Write everyday and commonly used words Write simple, compound and some complex sentences to communicate statements, commands and	Write an autobiographical excerpt about one's own life	Dictation Unit 3: Write a friendly letter Write a business letter Unit 4: Write items in alphabetical order Unit 5 - Definition of a paragraph - Elements of a paragraph	6	ALP Level 3 Units 3, 4, 5, 6

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
	questions List in logical order a few instructional steps Use appropriate narrative text structure to write a brief personal narrative Write short one-paragraph texts that state, elaborate and/or summarizes a single topic; use a few supporting details or examples Using a model, logically order and link a few short paragraphs to support a writing purpose Produce a legible and comprehensible draft to convey information or ideas		- Formulate a topic sentence Unit 6: - Paragraph writing - Writing a poem - write questions using interrogative words - paragraphs combining sentences		
Apply conventions of standard English grammar and usage [This strand also applies to Spoken English]					
Appropriately use mostly familiar vocabulary, standard language conventions, and basic text structure of simple steps, instructions, commands or a few short, well-linked paragraphs to	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	- Correctly spell common single- and multi-syllabic words - Write abbreviations common to familiar documents (such as	- Capital letters - Using punctuation (end, comma, apostrophe)	6	ALP Level 3, Units 2, 3, 4

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
convey ideas		calendars, maps, etc.) - Pay attention to capitalization - Use punctuation to end sentences, to link series, and denote independent and some dependent clauses			
	Determine the meaning of unfamiliar words	- Words containing common prefixes and affixes - Words containing common roots - Learn and use more complex vocabulary related to one's own surroundings	Prefixes and Affixes		
	Demonstrate command of standard written English grammar and usage	Explain the functions of and use prepositions, conjunctions, interjections	- Using conjunctions - Prepositions - Using 'used to', 'if' and 'unless' - Use 'unless' and 'if' - Practice use of 'till and 'until'		Units 4, 5, 6
		Use verb tense to convey times, sequences, states and conditions Recognize and correct in appropriate shifts in tense	Using irregular verbs - Correctly use 'used to' with the verb 'to be' - Use 'if' +present + future tenses - Forms of the verb 'have' 'Have' as auxiliary verb		ALP Level 3, Unit 2

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
		Construct simple, compound sentences (connected with and, or, but, so, etc) and some complex sentences (using when, after, before, because, if, etc) Combine simple sentences into compound sentences Use simple transition and signal words to help organize text (first, next, then, finally, etc.)	Unit 3: - Declarative and interrogative sentences - Imperative and declarative sentences - Simple sentences - Compound sentences - Constructing different types of sentences	6	ALP Level 3, Unit 3
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	Similes Metaphors Personification Identifying words with opposite meaning	6	Unit 5
Review and Revise					

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process, making revisions to a first and final draft based on feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice Make several simple edits of grammar (such as simple tense agreement), spelling, and punctuation (such as periods, capital letters, and some commas), sentence structure (such as compound and some complex sentences), language usage, and text structure using tools such as spelling word lists and simple editing checklists	Re-read written text and make simple content revisions during writing process, using strategies such as reading text aloud or using revision checklists				
	Understand and apply feedback from a reader/reviewer (such as teacher or peer) to make revisions to a first draft	- Practice peer revision strategies - Make content changes in drafts - Add appropriate detail or			

Level 3 descriptors for the Standard: Convey Ideas and Information in Writing	Teaching and Learning Objectives	Content examples	Related MoE content or competencies	Grade level equivalency	Source
		delete unnecessary information ▪ Rewrite for clarity			
	Make simple proofreading changes, using tools such as spelling word lists, simplified dictionaries or simple editing checklists	▪ Correct misspellings ▪ Correct word order ▪ Correct simple present, past and future tenses of verbs and subject-verb agreement ▪ Correct capitalization ▪ Correct punctuation to end sentences, to link series and to mark independent clauses			

3.5 Numeracy

Numeracy is defined as the skills and working knowledge of mathematics, as well as the development of a mathematical mind. Thus numeracy includes mathematical skills such as facility with the decimal number system, being able to read, write, compare and order numbers, as well as being able to complete basic operations with numbers. However, numeracy is more than just possessing the skill of calculation. A mathematically developed mind is also able to recognize patterns, able to see relationships among numbers and shapes, and is able to solve problems through analysis and interpretation. It means being able to understand different ways that information is presented, such as graphs, maps, and diagrams.

Numeracy is deeply embedded in daily activities in all cultures: numeracy and the mathematical mind are involved in counting, measurement and spatial reasoning, all required in order to be able to cook a meal, to make a pattern and sew new clothes, to make purchases in the market, to construct a house, to calculate the timing of a journey, to keep track of time-sensitive events such as religious holidays and loan repayment schedules, to understanding medication dosages, and much more. Many people develop strategies for doing all of those activities even without having received formal mathematics education. It is critical that adult numeracy education content build upon the strategies the learners have developed in their lives, and that the formal mathematical content they learn be directly applicable to their lives.

For youth and adults, receiving more formal, thorough and applicable mathematics instruction and practice gives them the opportunity to:

- Increase their confidence and accuracy in social and marketplace interactions
- Gain power and knowledge needed to improve individual financial circumstances, whether through starting one's own business, being more competent in dealing with the banking system, or able to establish a household budget and savings
- Improve their own understanding and analysis of health, economic and political issues
- improve the ability to make more sense of statistics and information shared in the media
- improve analytical problem-solving abilities

3.5.1 What are the Strands of Numeracy Content?

The vital threads of numeracy content include Numbers and Number Sense, Patterns and Relationships, Geometry and Measurement, and Data and Statistics. Research has shown that mathematics learning benefits from the simultaneous development of these threads, or strands, throughout the course of instruction.² This simultaneous development is called the *parallel strands* approach to instruction, an approach which fits better with the learning needs of older youth and adults.

Teachers of mathematics will be familiar with the content of these strands; however, they may not be familiar with this approach of teaching all four strands together, rather than in a

² In the United States, a source for much of this research is the National Council of Teachers of Mathematics. Frameworks that support this research for use with out of school youth and adults have been developed by the Adult Numeracy Network, Equipped for the Future, and state departments of education.

sequential manner. Traditionally, instruction was based on a linear sequencing of mathematics learning: numerical computation procedures in sequence (addition, subtraction, multiplication, division, fractions, decimals, percents), then algebra, then geometry, and then data and statistics. We now know that children as well as older youth and adults develop stronger mathematical reasoning when all strands are introduced early, in their most basic and simple forms, and developed over time in progressively complex applications.

Numbers and Number Sense: This strand includes the conceptual understanding of numbers and calculations as well as the procedural knowledge of computation and number facts. Being able to read, write and represent numbers and numerical relationships is foundational, and knowing how to do this on paper is not enough in today's world, when quick mental math or estimation are often sufficient. Youth and adults need to be able to make decisions about the best way to calculate in a particular situation as well as the degree of precision needed. Having good 'number sense' helps youth and adults with the informal math tasks they do in everyday life, such as cooking, shopping, or estimating time needed to travel or complete a project.

Patterns, Functions and Relationships (Algebraic Thinking): Being able to recognize, analyze, describe, and represent patterns and number relationships is a fundamental skill for developing mathematical competence. This strand of both builds on and contributes to the development of Number Sense, and it contributes to developing concepts needed in the Measurement and Data strands. Being able to see and use patterns is not confined to Algebra class! The need to understand and use formulas, equations and variables show up in real life experiences, both at home and in the workplace.

Space, Shape and Measurement: Youth and adults work with shapes and measurements, using a variety of tools and methods, at home, in the community and at work, and they bring this knowledge with them to nonformal or alternative basic education classes. This familiarity can provide a rich context for exploring shapes, space and measurement. Geometry and measurement help us all represent things in an orderly fashion. Creating the geometric shapes that decorate many village homes; building an addition a home; creating a garden; figuring out how much rice will fit in a specific cook pot; tiling the floor in the community learning center – all are activities that call on our understanding of space, shape and measurement. In this strand of numeracy instruction, learners develop an understanding of the many measurable features of physical objects. Included in 'measurement sense' is length, time, temperature, capacity, weight, mass, area, volume and angles.

Data and Statistics: Knowing how to understand and use mathematical information is increasingly important in the daily life of Liberians. Whether it is information that is communicated via radio about political elections (the percentage of voters who support candidate X, compared by counties); medical information that is available at the local health clinic (the growth chart for infants, showing average weight and height by age); or the trends in agricultural prices, over the past year, as shown in a graph distributed by a local NGO – more and more information comes to us in the form of data and statistics. This strand of instruction helps learners read and interpret data, describe data sets using charts and graphs, and understand basic probability concepts.

In the Liberia Alternative Basic Education Numeracy curriculum, these threads are woven into and reflected in the structure of each module, as illustrated by the modules for Level 1:

Module A: “Knowing Numbers” (the number system, place value, ordering and comparing numbers)

Module B: “Working with Numbers” (operations, fractions)

Module C: “The World in Numbers” (measurement and geometry)

Module D: “News and Numbers” (data, statistics and representation)

To develop the ABE curriculum for numeracy, we adapted the content standard *Use Math to Solve Problems and Make Decisions* to guide the teaching and learning of mathematical thinking and reasoning at each of the three levels of this curriculum. This standard³ incorporates the four strands or threads of numeracy content described above. It is a standard that describes the *process* by which people use numbers to calculate and reason to solve problems and communicate information to others in their daily lives. All people, whether beginners or experts in math, use the processes described in the standard.

³ This standard is adapted from the Equipped for the Future Content Standards for Lifelong Learning, developed for out of school youth and adults in the United States by the National Institute for Literacy. The standard, which has six performance levels, is based on research and best practices in mathematics. For more information, go to <http://eff.cls.utk.edu>

NUMERACY CONTENT STANDARD: USE MATH TO SOLVE PROBLEMS IN DAILY LIFE

Numeracy is understood as the process by which people use numbers to calculate, solve problems and communicate information to others in their daily lives. To use numeracy in this way, learners must be able to:

- read and understand information given by numbers and symbols in simple graphical, numerical and written material
- apply math concepts and calculations to answer a question, solve a problem, make a prediction, or carry out a task that involves mathematics
- solve problems using data, make predictions, draw conclusions, answer a question or carry out a task that has a mathematical dimension; and determine the degree of precision required by the problem
- verify that the results of solved problems are reasonable.

	Level 1	Level 2	Level 3
Learners exiting this level can:	Read (identify and recognize numbers), write, and interpret very simple types of mathematical information such as: • <i>Numbers and number sense</i>: identify and recognize whole numbers up to 3 digits, common monetary values, and basic common fractions ($\frac{1}{2}$, $\frac{1}{4}$) • <i>Patterns, functions and relationships</i>: very simple patterns, commonly used groupings (2s, 5s, 10s) and sets • <i>Space, shape and measurement</i>: geometric shapes, commonly used standard units of measurement • <i>Data and statistics</i>: Demonstrate very simple ways to interpret	Read, write and interpret some common types of mathematical information such as: • <i>Numbers and number sense</i>: whole numbers, monetary values and prices, common fractions ($\frac{3}{4}$, $\frac{1}{10}$), decimals (.25, .50, .75, .10) and per cents (25%, 75%, 10%) • <i>Patterns, functions and relationships</i>: simple patterns, probability and proportions (1:4, 4:1) • <i>Space shape and measurement</i>: commonly used standard units of measurement, common geometric shapes, and the concept of 'area' • <i>Data/statistics</i>: Demonstrate simple ways to represent and interpret data, and arrange data (tables, bar graphs, line graphs, pie graphs) Recall and use mathematical procedures such as addition	Read, write, and interpret a variety of common mathematical information such as • <i>Numbers and number sense</i>: monetary values, benchmark fractions ($\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$, etc.), decimals, and per cents (15%, 30%, etc.); • <i>Patterns/probability/Functions/Relationships</i>: patterns and simple formulas (such as $d=rt$, $a=lw$); • <i>Space/Shape/Masurement</i>: standard units of measurement, geometric shapes including shapes containing a combination of common shapes • <i>Data/Statistics</i>: ways to interpret and represent data (tables and graphs with scaling, basic statistical concepts such as range, mode, mean, and median). Recall and use a good store

	and represent data (picture graphs) Recall and use a few simple math procedures such as basic counting, sorting, ordering, grouping, measuring, simple addition and subtraction, and multiplication Figure out the degree of precision needed for a solution Organize simple information and measure, describe, or use simple computation to solve a problem Communicate the solution orally, in pictures or role plays, or by entries in a simple chart	and subtraction, grouping, comparing two numbers, basic estimating; measuring length, weight and areas using rulers and manipulatives Figure out the degree of precision needed for a solution Define, select and organize simple data and use measurements and/or basic computations to solve a problem Communicate the solution orally, in pictures, charts, or in writing	of mathematical procedures such as estimation, rounding, multiplication and division, adding and subtracting common fractional amounts, measure length, weight, area and circumference Evaluate the degree of precision needed for the solution. Define, select and organize a variety of common mathematical data to solve a problem Communicate the solution to the problem orally, with visual representations, in writing, by entries in a table or appropriate graph, or with basic statistics
<i>Examples of the kinds of real-life math activities that learners can do at this level:</i>	Count, order and group, in order to accomplish a variety of purposes (or goals) such as: - Sort money into like piles and determine the value of each pile - Figure out how much lumber is needed to floor a room by counting square units of material within the shape of a room - Estimate weekly wages by adding on (counting) per-day amounts. - Use tallies (check marks) to determine the number of people attending a gathering	Select, record and work with simple mathematical information to accomplish a variety of goals such as: - Develop and stay within a simple personal budget - Measure the number of feet of shelving needed for one wall of the classroom - Survey community residents on a health issue and create a bar graph to display the results of the survey. - Total the voting results from six different voting sites - Create a story book for young children about adding and subtracting common fractions - Read the treasurer's report for a church group and help others understand it	Select, record and work with a variety of common mathematical information to accomplish a variety of purposes, such as: - Organize a survey and collect data. Analyze the data, and make recommendations based on the information, such as regarding a community plan or issue - Write a 'business plan' for a new entrepreneurial endeavor - Establish a household budget - Draw up a community map and use it to assess resources and liabilities in a community

LEVEL DESCRIPTORS FOR NUMERACY LEVEL 1

Learners who successfully complete Level 1 can use mathematics in their daily lives to read, write, and interpret very simple types of mathematical information such as:

- *Numbers and number sense:* whole numbers up to 3 digits, common monetary values, and basic common fractions ($\frac{1}{2}$, $\frac{1}{4}$)
- *Patterns, functions and relationships:* very simple patterns, commonly used groupings (2s, 5s, 10s)
- *Space, shape and measurement:* geometric shapes, commonly used standard units of measurement
- *Data and statistics:* Demonstrate very simple ways to interpret and represent data (picture graphs)

Recall and use a few simple math procedures such as basic counting, sorting, ordering, grouping, measuring, simple addition and subtraction, and multiplication

Figure out the degree of precision needed for a solution

Organize simple information and measure, describe, or use simple computation to solve a problem

Communicate the solution orally, in pictures or role plays, or by entries in a simple chart

Overview

Number of instructional hours/days: 45m per day/ 108 days

Number of modules: 4

Prerequisite to enter: None

Learner goals/entry point: Basic numeracy; basic competence in the world of work

Intended pathway: Acquisition of basic numeracy for life and work; preparation for further study in order to enter formal school.

Required to exit level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Module Descriptors	Competencies and Objectives	Content Examples and Applications
Module A: Knowing Numbers (Numbers and Number Sense)		
Number symbols and quantities in ones and tens Estimating, ordering, comparing and skip counting of numbers	• Be able to count, read and write into the hundreds • Be able to order and compare the value of numbers • Be able to skip count by 2's, 5's, 10's • Understand place value system in the decimal number system • To understand the meaning of the placement of digits in a number • Be able to count money	Symbols and Quantities 0 – 20 Symbols and quantities 20 to 100 Applications and practice: ○ Telling and calculating time ○ Money ○ Calendars
Module B: Working with Numbers (Operations and Calculations)		
Addition and Subtraction Multiplication and Division Fraction concepts	• Understand the concepts and symbolic representation of addition and subtraction • Be able to use an addition chart in order to learn single digit addition and subtraction facts • Solve 2-digit addition and subtraction problems, including with carry-over • Be able to apply the operations of addition and subtraction to monetary transactions • Understand that whole number multiplication is 'compressed' addition, and that division means to share out equally, and that sometimes division results in a remainder • Be able to use a 10x10 chart for single-digit multiplication facts • Understand the relationship between multiplication and division • Use multiplication and division facts to solve story problems • Understand that a fraction is a part of a whole, and that the parts of a whole must be the same size • Be able to properly read, write and interpret geometrical representations of fractional quantities • Understand relative sizes of commonly used fractions	Addition and Subtraction ○ The concepts of addition and subtraction ○ Use of a 10 + 10 addition chart to learn addition and subtraction facts 2-Digit Addition and Subtraction Without Carry-over Concepts of Multiplication and Division Single-Digit Multiplication up to 9x9 Single-Digit Division up to 81/9 Fractions ○ The concept of fractions ○ Representation of fractional quantities

Module Descriptors	Competencies and Objectives	Content Examples and Applications
	Be able to interpret the information given in a circle graph	Visual representations of fractions
Module C: The World in Numbers (Geometry and Measurement)		
Use of a calculator for simple calculations	- To be able to enter numbers into a calculator properly - To be able to use a calculator for basic calculations	Use of a Calculator for Basic Operations
Geometrical figures	- To understand geometry as the mathematics of measuring the world - To be able to identify the names and parts of fundamental geometrical shapes: point, line, angle, triangle and rectangle - To be able to identify square and circle and the parts of each	Introduction to Basics of Geometry and Fundamental Shapes - Squares - Triangles - Right Angles - Circle
Identifying Patterns and Relationships	- Be able to use skills of observation to identify geometrical shapes in patterns - To be able to identify shapes and use precise observation skills	Introduction to Using a Table to Organize Information
Principles of standard measurement	To understand what, how and why we measure	Introduction to Measurement - Quantities that can be measured - Tools of measurement - Units of measurement - Units of time - Reading analog and digital clocks - Reading a calendar - Reading scale intervals of numbers - Reading thermometers - Benchmark temperatures-body temperature, fever
Measurement of Time	- To understand details of how time is divided - Be able to tell time on a clock - To be able to use a digital clock to tell time - Be able to read dates on a calendar	
Measurement of Temperature	- To be able to read scale intervals - To be able to read a thermometer - To know important temperature benchmarks such as body temperature, the boiling and freezing point of water, etc.	
Measurement of Length in English units	- To understand the need for standard units - To be able to measure using inches - To understand the relationship between feet and inches - To be able to measure objects in feet and inches - To understand the relationship between feet and yards - To be able to measure in feet and inches and yards - To be able to understand the relative size	Measurement of Length –English Units. Inches, Feet, Yards, Miles

Module Descriptors	Competencies and Objectives	Content Examples and Applications
Measurement of Length in English units	- of a mile - To be able to choose appropriate estimates of lengths	Measuring Weight Ounces, Pounds
Measurement of Volume in basic English units	- To know pounds and ounces are the standard unit of weight - To know some important benchmark weights - To understand the relationship between ounces and pounds - To understand the concept of capacity (volume) - To know the relationship between gallons and quarts - To understand the relationship between volume units including cups, pints, and quarts - To be able to use volume measurements to make Oral Rehydration Solution	Measuring Volume(Capacity) – - Gallons, Quarts, Pints, Cups - Health facts related to volume and the body Using Volume Measurement to Make Oral Rehydration Solutions (ORS)
Mapping and Drawing	- To be able to draw a simple map using proportional drawing - To complete the classroom map, and an outdoor map as well if time allows - To make presentations to the group and to assess accuracy of a map - To be able to make a map of a larger geographical space – a neighborhood - To develop skills of observation and visual memory	Proportional Drawing and Map- Making Map-Making – Making a Map of the Classroom Making a Home Neighborhood Map
Reading Maps	- To understand the cardinal directions of the earth - To be able to read basic information from a map of Liberia - To be able to identify Liberia on a map of Africa - To be able to read a map of Liberia and identify features - To be able to estimate distances between points on a map using the map scale	Geography Reading Maps of the World and Africa - The earth and the 4 Directions - Africa on the Earth - Map of Africa
Making Maps	- To be able to organize efforts to make a community map - To make the foundation of a community map showing the major roads - To be able to gather information about community resources in order to make a map - To place various community resources on	Reading a map of Liberia and determining distances in Liberia Service Activity – Making a Community Map - Determining community resources - Designing a map - Collaboration on a project

Module Descriptors	Competencies and Objectives	Content Examples and Applications
	the community map with accurate placement - To be able to label community resources - To be able to work in a group on a project - To be able to produce the finished community map	
Module D: The News in Numbers (Data and Information)		
Increased levels of whole number understanding (to 1000s)	- To be able to read and write and add numbers in the thousands - To review and practice addition and subtraction of larger numbers - To be able to add lists of numbers - To review the operation of multiplication and the facts up through 10x10	Numbers in the 1000's Adding lists of numbers Working with money
Measurement applications	- To be able to apply measurement skills to design shelves - To be able to gather information to calculate how much the project would cost	Applications of Addition and Subtraction - Shopping Lists - Money
Introduction to percents	- To understand the relationship between commonly used fractions and percents - To be able to interpret circle graphs as representations of percents	Introduction To Percents and fractions
Relating fractions and percents	- To be able to interpret percent information presented in circle graphs - To be able to estimate relative percents	Representing Information With Percents Circle Graphs and Percents
Circle graphs		
Survey techniques	- To be able to organize a survey - To be able to gather and organize the information from a survey - To be able to generate a bar graph from survey data - To use survey and graphing skills to conduct a survey of community issues - To present information and interpret the results - To record expenses in an accounting format	Project 1: Class Surveys and Making Bar Graph - Organizing a survey - Tallying Data - Representing in a Bar Graph - Presenting to the group
Recording data in a table		
Recording financial information and analyze data	- To be able to use this financial information to analyze a family's expenses - To be able to enter information into a table - To be able to interpret a circle graph	Project 2: Community Survey, Part 1 - Survey techniques out in the community. - Representation of results
Apply concepts in calculation, graphs and data	- To understand basics of nutrition, and become aware of eating habits - To use nutrition information as well as measurement and calculations to design a garden	Project 3, Family Finance; Part I; Setting up Record – Keeping, Where Does the Money Go? Keeping track of expenses in a

Module Descriptors	Competencies and Objectives	Content Examples and Applications
	• Be able to apply concepts in calculation, graphs and data to projects	table ○ Organizing Expenses Data ○ Drawing Conclusions from the Information Project 4, Nutrition: Introduction to Nutrition. ○ What Do We Eat? ○ Types of Food – Information cards ○ What Should We Eat? ○ Gardening habits ○ Planning A Garden

LEVEL DESCRIPTORS FOR NUMERACY LEVEL 2

Learners who successfully complete Level 2 can use mathematics in their daily lives to read, write, apply and interpret some common types of mathematical **information** such as:

- *Numbers and number sense*: whole numbers up to 99,999, monetary values and prices, common fractions ($\frac{3}{4}$, $\frac{1}{10}$), decimals (.25, .50, .75, .10) and percents (25%, 75%, 10%). Operations including long multiplication and long division (single digit multiplier and divisor).
- *Patterns, functions and relationships*: simple numerical and geometrical patterns, use of proportions and scaling, ordering and sequencing numbers
- *Space, shape and measurement*: commonly used standard units of measurement, common geometric shapes, and the concepts of perimeter and area, map skills
- *Data/statistics*: simple ways to represent and interpret data, including averages and graphs (tables, bar graphs, line graphs, pie graphs)..

Recall and use mathematical **procedures** such as addition and subtraction, grouping, comparing two numbers, basic estimating, measuring length, weight and areas using rulers and manipulatives.

Overview

Number of instructional hours/days: 45m per day/ 108 days

Number of modules: 4 **Prerequisite to enter:** Completion of Numeracy Level 1

Learner goals/entry point: Basic numeracy; basic competence in the world of work

Intended pathway: Entry into formal school; work; or other personal goals.

Required to Exit Level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Numeracy Curriculum Framework Level 2

Module Descriptors	Competencies and Objectives	Content Examples, Applications and Integration with Life Skills & Work Readiness
Module A2: Knowing Numbers (Numbers and Properties)		
Number lines	Create and scale a number line	Timeline of one's life, goals (LS)
Numbers, whole numbers up to the 10,000's and 100,000's	Read and write numbers in the ten thousands and hundred thousands	Money Population
	Identify place value up to the ten thousands and hundred thousands	
	Order and compare numbers up to the ten thousands	
Sets	Read and create simple Venn diagrams	Community structure diagrams (LS)
Structure and properties of numbers	Know the additive and multiplicative properties of 0 and 1	Patterns
	Apply the commutative property to multiplication and addition facts	

Module B2: Working with Numbers (Operations, Fractions, Decimals)		
Addition and Subtraction	Properly set up and add 3 digit numbers, with carry-over Properly set up and subtract 3 digit numbers, with borrowing	Money management, running a business (WR)
Multiplication	Multiply x10, 100, 1000 Properly set up and multiply 3 digit x 1 digit numbers with and without carry-over	Apply to a variety of real-life situations
Division	List factors of numbers under 100 Be able to divide by 10,100,1000 Divide a 3 digit dividend by a 1-digit divisor (long division) Check for correctness by multiplying quotient x divisor	Apply to a variety of real-life situations
Calculator usage	Use a calculator for basic operations and problems	Use of technology (cell phone)
Patterns and relationships	Determine number relationships and continue pattern sequences	Creativity, critical thinking
Fractions		
Fraction concepts	Describe the meaning of a fraction and its parts	Nutrition (LS) Cooking, recipes
	Write and read fractions	
	Order simple benchmark fractions ($\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{10}$, etc)	
	Distinguish between like and unlike fractions	

	Add and subtract simple like fractions	
Module Descriptors	Competencies and Objectives	Content Examples, Applications and Integration (LS, WR)
Fraction conversions	Read and write simple benchmark mixed fractions	
	Identify and convert simple mixed and improper fractions	
	Identify benchmark equivalent fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$)	
	Express whole numbers as unit fractions	
Fraction multiplication	Multiply whole numbers x simple proper fractions	
	Multiply simple fraction x fraction	
Decimals		
Decimal concepts	Explain the place value of decimal numbers and relate to fractions	Measurements
	Read and write decimal numbers to the hundredths place	
	Convert simple decimals to fractions	
Decimal addition and subtraction	Add and subtract 2 digit decimal numbers	
Module C2: The World in Numbers (Geometry and Measurement)		
Fundamentals of shapes	Understand how points, lines and angles are related in fundamental shapes	Spatial awareness
	Identify basic quadrilaterals	Awareness of geometry in the environment: parallel,
	Identify the characteristics of triangles	

	Name basic polygons	perpendicular, angles. Basic shapes.
	Identify parts of a circle	Preparation for mapping.
	Relate patterns to shapes	
	Identify solids: sphere, cube, cylinder	
Patterns and relationships	Determine geometrical relationships and continue pattern sequences	
Measurement of Metric Length	Measure objects in cm and meters	Tailoring.
	Represent measurements graphically (bar graphs)	Health of children (LS)
Measurement of Metric Weight	Compare pound and kilogram	Health of children (LS).
	Know the difference between a gram and kilogram	Market commerce.
	Estimate weights.	
Measurement of Metric Volume (liquid)	Estimate measurements of liquid in liters.	Recipes, illness, medication (LS)
	Gain information about health that relates to volume of liquids	Health (the body)
Measurement of Time	Be able to tell time	Goal-setting.
	Be able to use a calendar	Children's health (immunizations) (LS)
Module Descriptors	Competencies and Objectives	Content Examples, Applications and Integration (LS, WR)
Perimeter and Area of rectangular figures	Be able to explain the meaning of perimeter	Construction
	Be able to measure and calculate perimeter of simple shapes	Carpentry, painting

	Be able to explain the meaning of area	
	Be able to calculate area of squares and rectangles in whole numbers	
Map Skills		
Understanding maps	Use simple proportional representation (scaling)	Geography (Liberia, Africa, the world)
	Use maps as diagrams of places and relationships	
	Recognize the use of cardinal directions	
	Use symbols to understand a map	
Reading maps	Find something on a map	
	Find Africa on a world map	
	Find Liberia and its neighbors on a map of Africa	
Making maps	Convert physical directions and orientation to map representation	Community structure and resources (LS)
	Create proportionally accurate simple maps	
Module D2: The World in Numbers (Data, Statistics and Information)		
Averages (mean)	Understand the concept of average	Wage calculations(WR)
	Calculate simple averages	
Percents	Explain percent as a representation out of 100	Voting (LS)
	Relate percents to fractions	
	Order benchmark percentages (10%, 25%, 50%, 75%, 100%)	
Graphs and charts	Interpret pie chart graphical representations of percents	Community survey (LS)
	Read data from a table	

	Record data in a table	Timelines
	Read and interpret bar graphs	
	Create bar graphs	Earnings graphs (WR)
	Read and interpret line graphs	
	Apply graphing and information skills in a longer-term project and present results	Family finance (LS)
Final Assessment (end of level)		

LEVEL DESCRIPTORS FOR NUMERACY LEVEL 3

Learners who successfully complete Level 3 can use mathematics in their daily lives, building on basic skills developed in Level 2 in order to read, write, and interpret a variety of common mathematical information such as:

- *Numbers and number sense*: whole numbers up to 1,000,000, monetary values, fractions ($\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$, etc), decimals, and percents (15%, 30%, etc.); estimation
- *Patterns/Probability/Functions/Relationships*: patterns and simple formulas (such as $d=rt$, $a=lw$); critical thinking, ratios and proportions
- *Space/Shape/Masurement*: standard units of measurement, geometric shapes, use of area and perimeter and circumference, using and creating maps
- *Data/Statistics*: interpret and represent data using tables, graphs with scaling, basic statistical concepts such as range, mode, mean, and median

Recall and use a good store of mathematical procedures such as estimation, rounding, multiplication and division, adding and subtracting common fractional amounts, measuring length, weight, area and circumference

Utilize technology appropriately to enhance mathematical thinking

Utilize and communicate mathematical concepts and mathematical thinking in areas of personal finance, business management, environmental awareness, and civil society.

Define, select and organize a variety of common mathematical data to solve a problem.

Communicate the solution to the problem orally, with visual representations, in writing, by entries in a table or appropriate graph, or with basic statistics

Overview

Number of instructional hours/days: 45m per day/ 108 days

Number of modules: 4

Prerequisite to enter: Completion of Level 2

Learner goals/entry point: Basic numeracy; basic competence in the world of work

Intended pathway: Acquisition of basic numeracy for life and work; preparation for further study in order to enter formal school.

Required to exit level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Numeracy Curriculum Framework Level 3

Level 3 Module Descripto rs	Competencies and Objectives (practically-based)	Content Examples, Practical Applications and Integration (S-Science, Social Studies- SS)	Related MoE Formal School or ALP Content and Competencies for 6 th grade Equivalency
Module A3: Knowing Numbers (Numbers and Properties)			
Use of whole numbers up to 1,000,000 Estimation skills	Demonstrate use of reading and writing whole numbers Know the appropriate times and ways to use estimation and rounding Use place value and the three basic properties) to create equivalent representations of numbers up to 1,000,000	SS - Populations in Liberia (counties) Applying estimation to crops, harvests, income, expenses. (S, SS/WR)	Topic: Whole numbers Identify even and odd numbers Identify prime numbers Review place value Identify opposite numbers (- and +) <i>[ALP 3, unit 2, Unit 4]</i>
Module B3: Working with Numbers (Operations, Fractions, Decimals)			
Multiplicati on Division Fractions and decimals – basic operations and ability to apply Estimation	Multiplying and dividing 3-digit numbers by 2-digit numbers Dividing 3 digit numbers by 2 digit numbers Multiply and divide to solve a variety of problems, including those related to geometry, measurement and data Demonstrate understanding and use of fractions and decimals Use and extend benchmark fractions (1/4, 1/3, 1/5, etc.) to equivalent decimals and percents Use bench mark fractions (1/8, 1/3, 1/5, 1/4, etc.) in basic operations (add, subtract, multiply, divide) Convert and use decimals, and percents (15%, 30%, etc.) Effectively use technology (ie, calculator) to meet numeracy needs	Apply basic math operations to: Environmental issues such as: deforestation/tree-cutting guidelines, land use and population Money management: banking, microfinance/loans Business issues: profit-loss, investment, project and calculate income and expenses Apply understanding of percent to voting	Add, subtract and multiply numbers in base ten and five (2and 1 digit numbers) Find the greatest common factor, the lowest common multiple Add and subtract by regrouping (add 2 or 3 digit numbers with carrying sign) Topic: Four operations with fractions Add and subtract fractions and fractions from whole numbers Multiply and divide fractions Divide whole numbers by fractions and vice versa Topic: Addition, subtraction, multiplication and division of decimals Change fractions to decimals Add and subtract decimals Add and subtract decimals from whole numbers Multiply whole numbers by

Level 3 Module Descriptors	Competencies and Objectives (practically-based)	Content Examples, Practical Applications and Integration (S-Science, Social Studies- SS)	Related MoE Formal School or ALP Content and Competencies for 6 th grade Equivalency
			decimal numbers Topic: Decimals and percentages Change fraction to decimal and decimal to percentage <i>[ALP3, Unit 3, Unit 5]</i>
Patterns and relationships, mathematical thinking	Interpret and apply simple patterns, functions and relationships Recognize and articulate simple rules for repeating patterns Use proportional reasoning to solve simple one-step problems	Creativity Critical thinking Purchasing power of buying larger quantities, price-per-unit calculations	Topic: ratio, proportion Define and write ratio and proportion Write ratio as a fraction and vice versa Solve problems related to ratio and proportion <i>[ALP L3, Unit 1]</i>
Symbolic reasoning	Read and interpret symbolic information Use symbols such as parentheses, * for multiplication and / for division – calculator usage	Use exponents to show repeated multiplication for simple whole numbers Order of operation	
Module C3: The World in Numbers (Geometry and Measurement)			
Geometry – shapes, figures, patterns	Recognize and use, geometric shapes including shapes containing a combination of common shapes Recognize and describe two-dimensional shapes, including basic angle descriptions (acute, right, obtuse, etc.	House design, community spaces Fields / crop size and shape (SS)	Define, identify, construct and measure angles and geometric figures Measure lines and rays Measure angles Construct angles and geometric figures
Measurement	Determine area and perimeter of common 2-dimensional shapes Determine circumference of a circle, and the relationship with diameter Describe difference between square units and linear units	Forestry: Tree ‘breast-height’ (S) Tailoring, carpentry Area of Liberia and land use in Liberia (SS) Learn basic health facts about the human body (weight, height,	polygons; angles, perimeters Circle – center, radius, diameter, chord, arc Intersecting circles Circumference
Area, perimeter, circumference	Recall and use standard units of measurement; measure length, weight, area and circumference	Use maps to understand about resource management in Liberia	Perform four basic operations of measurement in metric and

Level 3 Module Descriptors	Competencies and Objectives (practically-based)	Content Examples, Practical Applications and Integration (S-Science, Social Studies- SS)	Related MoE Formal School or ALP Content and Competencies for 6 th grade Equivalency
units Measurement conversions between metric and English units	Measure to the nearest half or quarter unit Make simple conversions within the same measurement system (inches to feet; cm to meter, etc.) Use standard units of measurement to the nearest half and quarter	(SS, S) Alternative energy sources, energy usage (S)	English Convert units from one system to another Measure areas, volumes, perimeters, radius and circumference Calculate area, volume, perimeters, circumference <i>[ALP 3, Unit 6, 7]</i>
Map skills- Reading maps Interpreting maps Symbolic representation	Use direction, distance, simple scales and symbols to read and use maps and plans Calculate distances from a map Use time divisions and number lines Use and create diagrams to represent relationships and functions	Community structure (SS) Geography of Liberia and the world Generate plans, goals, and keep track of progress Geography of Liberia Government structure	
Module D3: The World in Numbers (Data, Statistics and Information)			
Use of data to make decisions and plans Bar graphs, line graphs Basic statistical analysis (average, range)	Read and interpret data and statistical information Demonstrate understanding of coordinate graph system Interpret and get information from a list, table, bar graph, pictograph or a line plot Understand and describe or compare relative values on a bar graph Identify the range and mean of data sets Be able to apply basic probability	Use weight-height graphs to determine child health (S) Utilize agriculture information to make informed decisions (S) Record-keeping of crops, of income, of inventory (SS, S) Nutritional needs (S) Media awareness (SS)	Topic: graphs and interpretation of information identify elements of graphs describe kinds of graphs: bar, picture, line, circular <i>[ALP Level 3, Unit 8]</i>

Level 3 Module Descripto rs	Competencies and Objectives (practically-based)	Content Examples, Practical Applications and Integration (S-Science, Social Studies- SS)	Related MoE Formal School or ALP Content and Competencies for 6 th grade Equivalency
	Recognize that scale on a bar graph can distort data		
Apply data and information creatively and appropriate ly	Collect, organize, and represent data Collect and organize data in categories and present in a simple bar graph or line plot Verify that the data represented is the actual data collected	Apply numeracy skills to community or family situations Apply numeracy to family finance, and to livelihoods opportunities	

3.6 Life Skills

What are Life Skills?

There are many definitions to what life skills is but for the purpose of the Alternative Basic Education curriculum, life skills is defined as the skills and knowledge necessary for an individual to meet the challenges of everyday life. This includes the following five statements which are known as the life skills standards for the Alternative Basic Education curriculum:

- Promoting personal growth and development of oneself, one's family members and other members of the community
- Making decisions that maintain personal, family and community health
- Communicating effectively with others
- Maintaining peace and strengthen the local community
- Protecting the natural environment

These five standards guide the teaching and learning of life skills at the first two levels of the Ministry of Education's Alternative Basic Education curriculum. The life skills component provides one of the four foundation blocks that learners should accomplish for progression to Level 3 of the ABE curriculum and to gain an equivalency qualification to formal primary education curriculum which will allow entry to junior high school.

CONTENT STANDARDS FOR LIFE SKILLS

Life Skills are understood as the group of cross-cutting skills, knowledge and abilities that enable people to function effectively and meet the challenges of daily life as individuals, family members, workers and members of communities. The CESLY Life Skills curriculum is built around 5 content areas, around which we have defined the following 5 standards:

1. Promote personal growth and development of oneself, one's family members and other members of the community	• Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles • Respect self and others • Form and maintain supportive family relationships • Develop positive parental roles in support of their children's development and growth • Understand and apply concepts about the influence of family, friends and cultures on health behaviors • Handle stress and maintain good mental health • Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible manner • Be a positive role model to the community • Make and pursue short and long term plans for the future
2. Make decisions that maintain personal, family and community health	• Identify and respond to the major health issues for oneself and the wider community • Follow good nutrition guidelines, based on available food and financial resources • Maintain personal physical health • Prevent physical and mental harm to others • Find assistance and care, if needed and assess care options in the community
3. Communicate effectively with others	• Determine the purpose for communicating; • Pay attention and use strategies to listen carefully and with understanding; • Organize thoughts and information and speak so that others can understand; • Build trust and cooperate with others • Use multiple strategies to monitor effectiveness of communication
4. Maintain peace and strengthen the local community	• Recognize and understand human, legal, and civic rights and responsibilities • Practice self respect and respect for others • Resolve conflict and maintain peaceful relationships. • Uphold personal and social responsibilities • Demonstrate good citizenship at local and national levels.
5. Protect the natural environment	• Identify potential threats to the environment in Liberia and in other countries • Use problem-solving strategies to reduce health hazards within the community • Preserve and protect the local environment • Promote use of renewable energy resources • Understand and practice a managed approach to the use of natural resources such as forests

Standards	Level 1 Learners exiting this level know and are able to:	Level 2 Learners exiting this level know and are able to:
Promote personal and family members' growth and development - Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles - Respect self and others - Form and maintain supportive family relationships - Develop positive parental roles in support of their children's development and growth - Understand and apply concepts about the influence of family, friends and cultures on health behaviors - Handle stress and maintain good mental health - Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible manner - Be a positive role model to the community - Understand and apply concepts to planning for the future	- Describe and use personal strengths, skills, values, beliefs, and roles to increase self-esteem - Use several strategies to maintain healthy relationships - Use several strategies to enhance understanding of the influence of family, friends and cultures on health behaviors - Use problem-solving and decision-making skills to make safe and healthy choices including in relationships - Identify sources of stress and use several simple strategies for managing stress - Use appropriate strategies to manage strong feelings and to prevent physical, sexual and mental harm to others	- Identify basic milestones in growth and development of children - Link children's behavior to their developmental stage and develop effective strategies to manage a child's behavior - Utilize multiple strategies for managing strong feelings and be able to recognize them within themselves - Apply their personal strengths and address their weaknesses - Apply knowledge of reasons for unsuccessful relationships to utilize several strategies towards making them healthier - Work along with others more effectively in a group - Describe how good planning and monitoring of implementation of plan will support attainment of hopes and dreams
Make decisions that maintain personal, family and community health - Identify and respond to the major health issues for oneself and the wider community - Prevent physical, sexual and mental harm to others - Follow good nutrition guidelines, based on available food and financial resources - Maintain personal physical health - Find assistance and	- Be able to describe the behaviors necessary to have safe sexual health - Demonstrate the use of interpersonal communication skills to enhance personal, family and community health and avoid or reduce health risks and physical, sexual and mental harm to others. - Identify the nutritional value of primary Liberian foods to support good health - Describe personal health habits and implement plans to improve personal health - Describe symptoms of common illnesses, simple steps to avoid them,	- Identify public health problems in the community - Develop and implement multiple strategies for improving public health in the community - Demonstrate use of interpersonal skills and communication to raise issues of violence at the family and community level - Recognize reasons for an unbalanced diet and support family members to improve their daily diet - Address reasons for poor personal and family physical health - At the community level, raise knowledge and understanding of the need for adequate family planning and

Standards	Level 1 Learners exiting this level know and are able to:	Level 2 Learners exiting this level know and are able to:
care, if needed and assess care options in the community	and how to respond to a case - Identify the importance of family planning for families - Understand the need for adequate healthcare during pregnancy and childbirth - Recognize the danger signs for a baby's first few days - Identify local health resources and assess what support they may provide	healthcare during pregnancy and childbirth Identify the possible sources of care support in the community and raise awareness of the support.
Communicate effectively with others⁴ - Determine the purpose for communicating; - Pay attention and use strategies to listen carefully and with understanding; - Organize thoughts and information and speak so that others can understand; - Build trust and cooperate with others - Use multiple strategies to monitor effectiveness of communication	- Recognize the importance of having a clear purpose for communicating, in order to be understood - Use several simple strategies for listening actively, such as asking clarifying questions; giving examples; and asking for additional information - Use several simple strategies for speaking clearly, such as using 'I' statements; giving a(n) example(s) - Use simple strategies for monitoring communication, such as re-stating accurately for clarification, summarizing and asking if the summary was accurate, using eye contact; etc	- Identify correct communication behavior for different situations - Use appropriate communication strategies to raise awareness of community health issues - Use effective communication strategies to display active listening on issues relating to the family and community - Give presentations that effectively communicate information - Create a plan for organizing thoughts on a given topic
Maintain peace and strengthen the local community - Recognize and understand human, legal, and civic rights and responsibilities - Practice self respect and respect for others - Resolve conflict and maintain peaceful relationships. - Uphold personal and social responsibilities - Demonstrate good citizenship at local and national levels.	- Describe roles of women, men and/or other excluded groups - Identify and use several strategies for maintaining peaceful relationships - Maintain peace through effective negotiation and mediation - Accurately convey, orally and in writing, important concepts such as 'peace' and 'conflict'. - Identify and respect commonalities and differences among people	- Describe the relationship between rights, responsibilities and peace-building - Discuss the issue of gender equality in Liberia - Describe how children's rights should be protected and respected - Implement activities to promote rights for all - Illustrate the various structures of governance and the process of electing representatives in the community - Utilize various communication strategies including negotiation and mediation to strengthen community togetherness and to reduce conflict or problems arising.

⁴ Please refer to the full standards for Speaking (Speak so Others can Understand) and Listening (Listen with Understanding), found in the curriculum framework for Literacy

Standards	Level 1 Learners exiting this level know and are able to:	Level 2 Learners exiting this level know and are able to:
Protect the natural environment • Identify potential threats to the environment in Liberia • Use problem-solving strategies to reduce health hazards within the community • Preserve and protect the local environment • Promote use of renewable energy resources • Understand a managed approach to the use of natural resources such as forests	• Describe and recognize the importance of the natural environment • Describe man's impact on the environment in Liberia • Propose one or two strategies for addressing environmental threats and/or reducing health hazards • Make decisions that promote a healthy environment	• Communicate using a variety of strategies the environmental problems threatening the community. • Utilize problem solving skills to develop effective solutions to environmental threats • Discuss with family and communities the benefits of managing our natural resources • Develop understanding of the impact of small scale environmental problems at the community level on the country and global level • Describe suitable alternatives to non-renewable energy sources that are applicable for Liberia and individual communities.

LIFE SKILLS LEVEL ONE

Learners who successfully complete Level One are aware of their personal responsibilities for themselves, their families, their communities, and the local natural environment. They know and are able to carry out basic, simple activities (listed in full in the Level 1 chart, above) that enable them to:

Promote personal and family members' growth and development, such as

- Describe and use personal strengths, skills, values, beliefs, and roles

Make decisions that maintain personal, family and community health, such as

- Describe the symptoms, causes and ways to prevent HIV-AIDS

Communicate effectively with others, such as

- Use several simple strategies for listening actively, such as asking clarifying questions; giving examples; and asking for additional information

Maintain peace and strengthen the local community, such as

- Identify and use several strategies for maintaining peaceful relationships

Protect the natural environment, such as

- Propose one or two strategies for addressing environmental threats and/or reducing health hazards

Overview

Number of instructional hours/days: 45 minutes per day for 108 days

Number of modules: 8

Prerequisite to enter: none

Learner goals/entry point: Basic skills needed for healthy living

Intended pathway: Acquisition of survival skills for life and work; preparation for further study in order to enter formal school.

Required to Exit Level: Successful completion of all activities, Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Modules and Number of Lessons	Learning Objectives: <i>By the end of the module, learners will be prepared to</i>	Topics and Lessons
Introduction to Life Skills 1	1. Define what life skills are 2. Identify the difference between life skills and vocational skills	1. Introduction to Life Skills
Module A Health and Hygiene 27	- Identify the names of common diseases and illnesses in Liberia - Identify the causes, symptoms, treatment, prevention commonly associated with the disease - Define body parts and reproductive system functions - Describe issues related to teenage pregnancy and having lots of children - Describe how to prevent HIV/AIDS and other sexually transmitted diseases - Plan for healthy eating habits - List the consequences of using drugs	Reproductive Health 2. Introduction to Health and Hygiene Module 3. Why do I get sick? 4. Growing up 5. Reproductive system – male and female 6. Making babies 7. Teenage Pregnancy 8. Communicating about Sex 9. Safe Sex 10. Introduction to sexually transmitted diseases 11. Review of reproductive health HIV/AIDS 12. What is HIV/AIDS? 13. How HIV is Spread 14. Symptoms of HIV and Getting to Know my HIV Status 15. How HIV can Affect my Life and How People Can be Treated Personal Hygiene and Sanitation 16. Keeping Ourselves and Our Homes Clean and Healthy Common sicknesses 17. Common Sicknesses that Affect My Health (Part 1) 18. Common sicknesses that Affect My health (Part 2) 19. Common Sicknesses that Affect My Health – Traditional and Modern Medicine (Part 3) Service Learning 20. Promoting Good Hygiene Practices at the School Level – Development of Work Plan 21. Promoting Good Hygiene Practices at the School Level – Development of Work Plan 22. Promoting Good Hygiene Practices at the School Level – Field Work 23. Promoting Good Health Practices at the School Level – Reflection Activity Nutrition 24. Healthy Eating, Healthy Lives (Part 1) 25. Healthy Eating, Healthy Lives (Part 2) Drugs 26. Drugs and substance abuse Assessment 27. Health & Hygiene Module Assessment

Module B Psycho-social Well-Being 16	- Describe her/his personality traits, interests and skills, values, and psychosocial needs in order maintain his/her mental well-being - Identify factors contributing to high self-esteem.	Introduction 28. Introduction to Module Who am I? 29. My Natural Appearance 30. My Character 31. What are Values? 32. My Family Values 33. Cultural Values 34. My Values and Behaviors (Part 1) 35. My Values and Behaviors (Part 2) 36. My Values and Behaviors (Part 3) 37. What Skills Do I Have? 38. What Do I Do With My Skills? Self- Esteem 39. Am I important ? What I Feel and How It Affects Me 40. Steps for Building High Self-Esteem Relationships 41. My Relationship with Others 42. Building Healthy Relationships 43. Psychosocial Wellbeing Module Assessment
Module C Gender Based Violence 11	- Identify ways in which family, community and society can shape our beliefs and views - Define violence and GBV - Identify causes and consequences of GBV - Recognize where support for victims of GBV can be found	Introductions 44. Introduction to module – Gender and GBV My Role 45. My role in the home, community and society (part 1) 46. My role in the home, community and society (part 2) 47. My role in the home, community and society (part 3) What is Violence? 48. Violence – What is it? (Part 1) 49. Violence – What is it? (Part 2) 50. Power, Force and Consent (Part 1) 51. Power, Force and Consent (Part 2) Empowerment 52. Empowered to Speak Out. The Ability to Listen. (part 1) 53. Empowered to Speak Out. The Ability to Listen. (Part 2) Assessment 54. GBV Module Assessment
Module D Peace Education 12	- Describe what a peaceful society looks like - Be accepting of other people's differences and similarities - Explain how trusting and cooperating with one other supports peace - Demonstrate personal and social responsibilities within their	Introduction 55. Getting Started & What is Peace to Me? Maintaining Peace 56. Maintaining Peace – Are We All the Same or Not? 57. Maintaining Peace – Inclusion or Exclusion 58. Maintaining Peace - Trust

	communities • Explain why good communication is important to prevent and resolve conflict • Identify effective communication strategies for peaceful coexistence	59. Maintaining Peace – Active Listening 60. Maintaining Peace – 1 Way versus 2 Way Communication 61. Maintaining Peace – Emotions and Co-operation 62. What Causes Conflict? 63. Maintaining Peace – Problem Solving 64. Maintaining Peace – Solving Conflict Assessment 65. Revision of Peace Education Module 66. Peace Education Module Assessment
Module E Negotiation and Mediation 6	• Discuss why negotiation and mediation are important in preventing and solving conflict • Successfully complete all the steps of negotiation • List what makes a successful mediator • Identify and utilize the required actions for a good mediation •	Negotiation 67. When Conflict Occurs – The Art of Negotiation (Part 1) 68. When Conflict Occurs – The Art of Negotiation (Part 2) 69. When Negotiation Fails – The Art of Mediation (Part 1) Mediation 70. When Negotiation Fails – The Art of Mediation (Part 2) 71. When Negotiation Fails – The Art of Mediation (Part 3) Assessment 72. Negotiation and Mediation Module Assessment
Module F Managing Stress and Maintaining a Happy Family Environment 10	• Identify the factors that lead to stress • Utilize mechanisms to reduce their stress levels • Promote healthy dynamics within families	73. Introduction to Module Stress 74. Understanding Stress 75. Signs and Symptoms of Stress 76. Coping with Stress 77. Coping with Stress (Part 2) Relationships 78. Planning for Courtship/Marriage 79. Balancing Work and Home Life 80. Decision Making in the Family Assessment 81. Revision for Managing Stress and Maintaining a Happy Family Environment 82. Psychosocial Module Assessment
Module G Safe Pregnancy and Childbirth 12	• Understand the need for and utilize family planning methods • List reasons why antenatal care is important • Create a list of steps to think about before delivery • Have safe and healthy pregnancies	83. Introduction to module Family Planning 84. What is Family Planning? 85. Family Planning Methods The Benefits of Delayed Pregnancy 86. Spacing Pregnancies 87. Safe Pregnancy (Part 1) 88. Safe Pregnancy (Part 2) 89. Unsafe Pregnancy 90. Seeking Treatment During Pregnancy

		91. Safe Childbirth 92. Baby's First Days – Danger Signs Assessment 93. Review on Safe Pregnancy and Childbirth Module 94. Safe Pregnancy & Childbirth Module Assessment
Module H Environment 12	- Describe how man is dependent on the environment to survive - Identify man's impact on the environment and climate change - Identify what can be done to reduce the harmful impact man has on the environment and climate change	Introduction 95. Introduction – What do People Need to Survive? 96. Is Everything We need readily Available? Consequences of Peoples' Actions 97. What are the Consequences of Man's Action on the Environment? (Pollution) 98. What are the Consequences of Man's Action on the Environment? (Slash and Burn Farming) 99. What are the Consequences of Man's Action on the Environment? (Sand Mining) 100. What are the Consequences of Man's Action the Environment? (Deforestation) Service Learning - Resolving Environmental Issues 101. Reducing the Impact of Environmental Issues at the Community Level - Development of Work Plan 102. Reducing the Impact of Environmental Issues at the Community Level – Development of Work Plan 103. Reducing the Impact of Environmental Issues at the Community Level – Project Work 104. Reducing the Impact of Environmental Issues at the Community Level – Project Work 105. Reducing the Impact of Environmental Issues at the Community Level – Evaluation Assessment 106. Environment Module Assessment
End of Semester Revision and Assessment 2	Assess progress of learners in achievement of module learning objectives	107. End of Level Assessment Review 108. End of Level Assessment
TOTAL NUMBER OF LESSONS		108

LIFE SKILLS LEVEL TWO

Learners who successfully complete Level Two are aware of their personal responsibilities for themselves, their families, their communities, and the local natural environment. They know and are able to carry out basic, simple activities (listed in full in the Level 2 chart, above) that enable them to:

Promote personal and family members' growth and development, such as

- Utilize multiple strategies for managing strong feelings and be able to recognize them within themselves

Make decisions that maintain personal, family and community health, such as

- Develop multiple strategies for improving public health in the community

Communicate effectively with others, such as

- Identify correct communication behavior for different situations

Maintain peace and strengthen the local community, such as

- Describe the relationship between rights, responsibilities and peace-building

Protect the natural environment, such as

- Develop and implement strategies to address environmental threats in the community

Number of instructional hours/days: 45 minutes per day for 108 days

Number of modules: 7??#

Prerequisite to enter: Completion of level 1 life skills or passing score on end of level 1 assessment

Learner goals/entry point: Basic skills needed for healthy living

Intended pathway: Acquisition of survival skills for life and work; preparation for further study in order to enter formal school.

Required to Exit Level: Successful completion of all activities, Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Modules and Number of Lessons	Learning Objectives: <i>By the end of the module, learners will be prepared to</i>	Topics and Lessons
MYSELF, MY FAMILY AND MY COMMUNITY 20 lessons	• List different stages in child development and growth • Analyze children's behavior related to their developmental stage • Implement effective strategies to manage children's behavior • Develop and implement a work plan to attain a personal goal • Identify and implement different strategies to manage emotional situations • Identify reasons for unsuccessful relationships • Implement strategies to improve unsuccessful relationships by effective communication and active listening • Work along with others more effectively in a group	1. Introduction to My Family and Community module 2. What Do I Want From Life in the Future? 3. How Will I Achieve My Main Goal? –Mini Goal Setting. 4. Why are My Goals Important to Me? 5. How Can I Achieve My Goal? (Part 1) 6. How Can I Achieve My Goal? (Part 2) 7. How Can I Achieve My Goal? (Part 3) 8. My Plan 9. My Goals for my Children 10. Providing Emotional Support and Structure to my Children 11. Child Development and Growth (Part 1) 12. Child Development and Growth (Part 2) 13. Understanding a Child's Behavior 14. Managing a Child's Behavior 15. Family & Community Togetherness – What Does it Mean? 16. Working and Living Together (Part 1) 17. Working and Living Together (Part 2) 18. Reviewing Progress of our Individual Plans 19. Revision for End of Module Assessment 20. End of Module Assessment

KEEPING OUR FAMILIES AND COMMUNITY HEALTHY 16 lessons	• List the various common illnesses which are present in their community • Identify the impact of common illnesses on the individual, the family and the community • Develop strategies to reduce the negative impact of common illnesses on the individual, family and community • Implement strategies to reduce negative impact of common illnesses on the individual, family and community • Identify effects of HIV/AIDS on families and friends affected by the disease • Develop strategies to support people living with HIV/AIDS • Identify impact of nutrition on the family and community • Develop strategies to increase the nutrition of the family and community • Communicate information to the community on common illnesses, support for people with HIV/AIDS and nutrition matters	21. Introduction to module 22. Common illnesses in our communities 23. Impact of common illnesses on our communities 24. Reducing the Frequency of Common Illnesses on our Families and Communities (Service Learning Part 1) 25. Reducing the Impact of Common Illnesses on our Families and Communities (Service Learning Part 2) 26. Reducing the Frequency of Common Illnesses on our Families and Communities (Service Learning Fieldwork) 27. Reducing the Frequency of Common Illnesses on our Families and Communities (Service Learning Fieldwork) 28. Reducing the Frequency of Common Illnesses on our Families and Communities (Evaluation Activity) 29. Mid module assessment 30. Effect of HIV/AIDS on the individual and family 31. Support to people living with HIV/AIDS 32. What do I and my family eat? 33. Importance of Increasing the Nutritional Status of my Family 34. Importance of Increasing the Nutritional Status of my Family 35. Revision Lesson on Module 36. End of Module Assessment 1. Lesson topic
My Rights and Responsibilities 16 lessons	• Understand the relationship between rights and responsibilities • Be aware of the conventions and laws in Liberia which uphold rights • Recognize who has responsibility	37. Introduction to the module 38. Wants and Rights 39. Conventions and Laws on Rights 40. Child Rights

	for ensuring rights are upheld at a local level • Identify Causes and Impacts of Rights Not Being Met • Identify strategies to advocate for rights not being upheld • Implement strategies to advocate for a right	41. Rights and responsibilities 42. Gender Equality 43. What Rights in our Community and Country are not being met? 44. Causes and Impacts of our Rights not being Upheld 45. Advocating for our Rights 46. Advocating for our Rights 47. Advocating for our Rights - assessment 48. Reviewing my Personal Plan 49. Causes and Impact of Violence when Rights are not met 50. Reducing the Impact of Violence at the Family and Community level when Rights are not met. 51. Reducing the Impact of Violence at the Family and Community level when Rights are not met. 52. Reviewing Progress of Our Individual Plans 53. Revision Lesson on Module 54. End of Module Assessment
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3.7 Work Readiness

The consistent increase in the rate of youth unemployment across the globe and most especially in Liberia, combined with the concern it has generated currently requires that a proactive approach be adopted which addresses to youth populations in their various communities. Exposing the youth population's preparation for work is proving to be the needed pragmatic intervention to mitigate against the surging level of youth unemployment.

In Liberia, work readiness coursework will equip youth with skills that will prepare them for the employment market, either in terms of job seeking or the ability to create employment for themselves.

Beneficiaries of this training will have the opportunity to learn about the World of Work, including personal development, career planning, job searching skills, how to set up and manage a small business, good money management, employees responsibilities, employers expectations amongst a host of other topics.

CONTENT STANDARDS FOR WORK READINESS

Work Readiness Skills are the “soft” cross-cutting skills, knowledge, values, habits and behaviors that support a young person’s ability to function successfully in the workplace. They do not include the “hard skills”, the technical skills and knowledge generally included in vocational training. The CESLY Work Readiness curriculum is built upon six content areas, around which we have defined the following six standards:

- | | |
|---|--|
| 1. Use appropriate job-seeking skills | <ul style="list-style-type: none">• Identify sources of information about available employment• Complete job applications accurately• Develop and maintain an up-to-date resume• Communicate effectively during an interview |
| 2. Plan and manage a career | <ul style="list-style-type: none">• Assess strengths, interests and opportunities• Analyze the needs of the local labor market and understand options for self-employment• Be familiar with job requirements• Be familiar with education, training and apprenticeship opportunities• Develop realistic work-related goal(s) and plans to achieve the goal(s)• Evaluate one’s progress toward reaching a goal |
| 3. Manage personal finances | <ul style="list-style-type: none">• Identify and assess one’s sources of income and expenses• Distinguish between needs and wants in making spending decisions• Explain the value of and options for saving• Develop a savings plan• Develop and follow a budget or spending plan (personal or household)• List local options for financial services (savings, credit, loans) |
| 4. Know about Business | <ul style="list-style-type: none">• Describe basic business concepts and processes• Describe the local labor market to identify opportunities or gaps for business ideas• Explore personal fit with traits and skills needed for entrepreneurship |
| 5. Use effective interpersonal skills at work | <ul style="list-style-type: none">• Describe how to communicate clearly and effectively with supervisors, co-workers and customers• Resolve conflict and negotiate when working with others in the classroom• Cooperate with others and work as a team• Lead and guide others when appropriate |
| 6. Demonstrate behavior and attitudes appropriate for the work place | <ul style="list-style-type: none">• Describe common workplace behavior, policies and procedures• Describe how to maintain personal and group safety and health at work• Manage time effectively• Balance school or work and family responsibilities• Describe how to dress appropriately and safely for work• Follow directions and accept guidance• Describe work-related rights and responsibilities |

Standards	Level 1 Learners exiting this level are able to:	Level 2 Learners exiting this level are able to:
1. Use Appropriate Job-Seeking Skills • Use reliable sources of information about available employment • Complete job applications with assistance • Develop and maintain an up-to-date Personal Data Sheet • Communicate effectively during an interview	• Identify types of jobs they might be qualified for now • Find information about actual local job opportunities • Describe a simple job application.	• Find and assess information about local employment, from multiple sources • Write and edit simple Personal data Sheet • Complete a job application with assistance • Respond effectively to basic interview questions • Respond comfortably to more difficult interview questions, in an unpredictable and unplanned setting
2. Plan and Manage a Career • Assess strengths and interests • Analyze the needs of the local labor market and options for self-employment • Be familiar with educational requirements and opportunities • Develop realistic work-related goal(s) and plans to achieve the goal(s) • Evaluate one's progress toward reaching a goal	• Describe some of the local employment opportunities, including formal employment and self-employment (in a small business or family livelihood) • Identify personal strengths and interests and link these to work opportunities or a career • Develop a preliminary long-term career goal and identify steps needed to achieve the goal • Identify several strategies for monitoring progress toward the goal	• Reassess and adjust career goal(s) • Describe possible educational or training options necessary for identified employment options • Explain an "income generation perspective" to career development and enterprise choice.
3. Manage Personal Finances • Identify and assess one's sources of income and expenses • Distinguish between needs and wants in making spending decisions • Know the value of and options for saving • Develop a savings plan • Develop and follow a budget or spending plan (personal or household)	• Identify and keep track of income and expenses • Describe personal spending patterns • Identify ways to save money	• Set personal goals for saving and spending • Describe one or two local financial institutions • Develop a budget and track income and expenditures • Identify local options for securing loans, for personal or business use

Standards	Level 1 Learners exiting this level are able to:	Level 2 Learners exiting this level are able to:
List local options for financial services (savings, credit, loans)		
4. Know about Business - Describe basic business concepts and processes - Describe the local labor market to identify opportunities or gaps for business ideas - Explore personal fit with traits and skills needed for entrepreneurship	- Describe basic business functions - Identify the primary employers, types of businesses, and types of family livelihoods in the local area - Identify skills and traits needed by entrepreneurs or small business owners - Assess whether or not one has those traits and skills	- Identify and assess locations suitable for business - Identify steps for developing business ideas - Describe a business plan and create one - Explain the basic issues in hiring employees - Describe a small business and how to manage one
5. Use effective interpersonal skills at work - Communicate clearly and effectively with supervisors, co-workers and customers - Resolve conflict and negotiate when working with others in the classroom - Cooperate with others and work as a team - Lead and guide others when appropriate	- Describe and use several simple strategies for speaking clearly and listening with understanding - Describe and use several simple strategies for preventing conflicts at work - Identify roles and responsibilities of effective team members and describe one's preferred teamwork style - Describe leadership styles and ways in which one might be a leader at work	- Identify barriers to communication and develop strategies to overcome those barriers - Develop clear and simple written communication - Discuss the approaches to resolving conflict at the work place. - Describe rules and regulations at the work place - Observing ethical behavior in the work place. - Describe ways to be a good team member.
6. Demonstrate behavior and attitudes appropriate for the work place - Demonstrate familiarity with common workplace behavior, policies and procedures - Maintain personal and group safety and health at work - Manage time effectively - Balance school or work and family responsibilities - Dress appropriately and safely for work	- Explain what work readiness means - Tell the difference between formal and informal workplace policies and procedures - Be on time and fulfill responsibilities, as demonstrated through participation in the WR course - Use several simple strategies for following directions correctly	- Describe the basic labor laws that protect Liberian workers in the formal employment sector - Describe the difference between rights and responsibilities at work - Describe the basic rights of employers and the basic rights of workers in Liberia - Identify ways to respond to emergencies at work - Identify common-sense ways to stay safe and healthy on the job - Recognize common hazards in the workplace

Standards	Level 1 Learners exiting this level are able to:	Level 2 Learners exiting this level are able to:
• Follow directions and accept guidance • Demonstrate familiarity with work-related rights and responsibilities		• Describe correct Hygiene, Dress and Professional Comportment for the work place.

WORK READINESS LEVEL ONE

Learners who successfully complete Work Readiness Level One are familiar with the labor market and opportunities for self-employment or wage employment in the local area; have assessed their own skills and interests and developed a realistic career plan; and understand basic business concepts. They demonstrate appropriate workplace behaviors and attitudes, , and can communicate and work together in teams. They know and are able to carry out basic, simple activities (listed in full in the Level 1 chart, above) that enable them to:

Use Appropriate Job-Seeking Skills, such as

- Find information about local employment

Plan and Manage a Career, such as

- Identify personal strengths and interests, and work opportunities

Manage Personal Finances, such as

- Develop a simple budget

Know about Business, such as

- Identify skills and traits needed by entrepreneurs or small business owners

Use effective interpersonal skills at work, such as

- Describe and use several simple strategies for speaking clearly and listening with understanding

Demonstrate behavior and attitudes appropriate for the work place

- Describe common workplace behavior, policies and procedures

Overview

Number of instructional hours/days: 45 minutes per day for 108 days

Number of modules: 10

Prerequisite to enter: none

Learner goals/entry point: Basic skills needed for success on the job

Intended pathway: Acquisition of skills to engage successfully in a livelihood; preparation for further study in order to enter formal school.

Required to exit Level: Successful completion of all activities

Modules; Number of Lessons	Objectives -- By the end of the module, learners will be prepared to:	Lessons
MODULE A: An Introduction to Employment and Work Readiness 6	• Discuss What is meant by Work Readiness • Explain the meaning of the World of Work • Describe how it is related to employment • Identify how thinking about income helps to generate employment	1. A Background on Work Readiness 2. Ways of Understanding Work (Part 1) 3. Ways of Understanding Work (Part 2) 4. Employment As Income Generation 5. How To Find Opportunities for Employment 6. End of Module Assessment
MODULE B: Personal Leadership and Development 18	• Determine the purposes of communicating at work • Organize and relay work-related information to serve a purpose • Use active listening skills • Use verbal and non verbal communication effectively • Use different strategies to negotiate • Analyze and use appropriate strategies in solving conflict • Cooperate with others and work as a team • Accurately describe the role of leadership in the workplace • Identify common traits that leaders share	7. Background on Leadership 8. What is leadership ? (Part 1) 9. What is Leadership ? (Part 2) 10. Introduction to Leadership 11. Who am I in the Work Place? 12. Your Personal values and Employment 13. Goal Setting (Part 1) 14. Goal setting- Part 2 15. Leadership Qualities in the Work Place 16. Mid Module assessment 17. Problem solving and decision making (Part 1) 18. Problem Solving and Decision Making (Part 2) 19. Dealing with conflict (Part 1) 20. Dealing with Conflict (Part 2) 21. Communication (Part 1) 22. Communication (Part 2) 23. Team Work 24. End of Module Assessment
MODULE C: Career Planning 11	• Define and explain employment, unemployment and the world of work • Locate information on career and training opportunities • Analyze market needs • Identify where and what types of skills training is available • Identify goals for future employment	25. Background on Career Planning 26. Types of Employment Options 27. Career Options 28. Employment Options Available in my Area 29. What Can I do with My

	opportunities and career - Analyze personal skills and match them to employment opportunities - Research different types of employment opportunities locally	Skills and Personal Qualities 30. Mid-Module Assessment 31. Matching My Skills With Employment Opportunities (Part 1) 32. Matching My Skills with Employment Opportunities (Part II) 33. Setting Career Goals (Part 1) 34. Setting Career goals (Part 2) 35. End of Module Assessment
MODULE D: Wage Employment vs. Self Employment 7	- Define and differentiate between wage employment and self employment - Understand options for self-employment - Develop attitudes necessary to direct and control one's own work tasks. - Identify benefits and differences in wages for self employment and formal employment - Identify challenges and opportunities for both wage employment and self employment	36. Introduction To Wage and Self employment 37. Understanding Wage and Self Employment 38. Wage and other types of employment 39. Mid-Module assessment 40. Benefits of Wage Employment vs. Self Employment 41. Challenges and obstacles for Wage Employment vs. Self employment 42. End of Module assessment
MODULE E: Entrepreneurship 12	- Explain correctly what a business is - Distinguish different types of businesses - Identify different demands for business in the local area - Identify specific management concerns and issues	43. Background on Entrepreneurship 44. An Introduction to Entrepreneurship 45. What is business? 46. Who is an Entrepreneur? 47. Managing my Own Business 48. Matching my Skills with a Business 49. Assessing Demand 50. Mid Module Assessment 51. Sizing up the Market 52. Estimating cost and setting price 53. Observing rules and regulations 54. End of Module Assessment
MODULE F: Work	- Develop work attitudes and habits - Accurately identify employers' expectations - Learn workplace customs and rules - Manage time well	55. Background on Work Attitudes and Conduct. 56. Understanding Employers Expectations

Attitudes and Conduct 13	• Communicate clearly and completely in the workplace • Identify common practices of good customer service • Learn appropriate and common workplace behaviors • Identify proper work attire and hygiene practices in the workplace • Define and describe ethical behavior in the workplace	57.Workplace Behavior and Attitudes 58.Customer Service 59.Communicating in a Formal Employment Environment 60.Practicing Business Ethics 61.Making the Best use of my Time 62.Mid Module Assessment 63.Time Management Planning 64.Time Management Prioritizing 65.Getting to Work On Time 66.Balancing Work and Home Life 67.End of Module Assessment
MODULE G: Your Work And How To Use Your Money Well 15	• Control what happens with your money • Explain the following terms and concepts: • Income • Savings • Living expenses • Loans and debt, what to do when you owe people money, and how to use loans well. • How you or your family should plan for using your money.	68. Background on Money Management 69.Why it is important to know how to use your Money well 70. How to Get The Money You Need 71. What Are Savings? 72. What Do You Want to Save Money for? 73. How to Save your Money 74. Where to save your Money 75.Mid Module Assessment 76. What is Debt? 77. How Not to get Into debt 78. Writing Down What You Do With Your Money .(Part 1) 79. Writing down What You Do With Your Money (Part 2) 80. How to Plan Your Money for What You Want to do 81. Preparing a Budget 82.End of Module Assessment.
MODULE H: Finding a Job 8	• Explain basic ways to make getting a job easier. • Identify some important steps necessary when looking for a job. • Describe a job application letter and its major components	83.Background on Finding a Job 84.Applying for Work 85.Where to look when applying for jobs 86.What You Need to know when searching for a job 87. Mid Module Assessment 88.Correct Things to do

		When Looking For A Job 89.The Job Application Form and How to Apply For a Job 90.End of Module Assessment
MODULE I Preparation for Vocational Training 7	• Explain what job training means. • Identify the benefits of job training. • Develop interest in a type of job training. • Explain how to choose a job training that is good for the learner • Explain how to choose a job training course that is good for you. • Choose a type of job training they are interested in.	91.Background on Vocational Training 92.What is Vocational Training And Its Benefits? 93.How Vocational Training Helps You Get Employed 94.Mid Module Assessment 95.How To Choose Your Job Training (Part 1) 96.How to Choose Your Job Training (Part 2) 97.End of Module Assessment
MODULE J Apprenticeship 11	• Describe reasons for taking an apprenticeship. • Compare benefits of apprenticeships with the costs. • Discuss the types of apprenticeships.	98.Background on Apprenticeship 99.What is Apprenticeship? Types of Apprenticeship 100.Benefits of an Apprenticeship(Part 1) 101.Benefits of Apprenticeship (Part 2) 102.End of Module Assessment 103.Revision with Story (1) 104.Revision With story (2) 105.106.Revision With story (3) 106.Revision with story (4) 107.Service Learning day 108.End of level Assessment
End of Module Assessment		

WORK READINESS LEVEL TWO

Learners who successfully complete Work Readiness Level Two are familiar with the importance of Work Readiness, have developed communication skills with understanding of how to deal with common hazards at the work place, accessing employment through vocational training and apprenticeship. With ability to start a small business and manage it well. .

They know and are able to carry out basic, simple activities (listed in full in the Level 2 chart, below) that enable them to:

Use Appropriate Job-Seeking Skills, such as

- Writing and Editing simple Personal Data Sheet

Plan and Manage a Career, such as

- Reassessing and adjusting career goals

Manage Personal Finances, such as

- Setting personal goals for saving and spending

Know about Business, such as

- Identifying steps for developing business ideas and managing the business.

Use effective interpersonal skills at work, such as

- Identifying approaches to deal with conflict

Demonstrate behavior and attitudes appropriate for the work place

- Describe the differences between employees rights and responsibilities .

Overview

Number of instructional hours/days: 45 minutes per day for 108 days

Number of modules 12

Prerequisite to enter: Completion of Work Readiness level 1 or passion score on end of level 1 assessment

Learner goals/entry point: Basic skills needed for success on the job

Intended pathway: Acquisition of skills to engage successfully in a livelihood; preparation for further study in order to enter formal school.

Required to exit Level: Successful completion of all activities

Modules; Number of Lessons	Objectives -- By the end of the module, learners will be prepared to:	Lesson Topics
MODULE A: Review of Level 1 7 lessons	• . Discuss Work Readiness more accurately • Describe clearly what is meant be the World of Work • Explain basic concepts of Personal Development with better understanding • Describe the various types of employment in detail. • Identify the difference between ideal and situational employment	1. A General Review of level 2.Work Readiness – A Review 3.World of Work- A Review 4. .Personal Development- A Review 5.Types of Employment- A Review 6.When I Cannot Get the Type of Employment I Like. (part 1) 7.When I Cannot Get the Type of Employment I Like (part 2) 8.Module Review 9.End of Module Assessment
MODULE B: My Environment And Employment 7 Lessons	• Identify nature and the environment • Describe resources in the environment and community • Describe the linkage between environment and employment.	10.Understanding My Environment 11.My Community and its Environment 12. The Work Environment in My Community 13. What Can I do to be Part of the Work Environment in My Community(Part 1) 14. What Can I Do to be Part of the Work Environment in My Community(Part 2) 15. Module Review 16. End of Module Assessment
MODULE C: Work Attitudes and Conduct 2 13 lessons	• Identify barriers to communication in the work place, • Develop strategies to overcome communication barriers in the work place. • Describe clear and simple written communication strategies • Identify the kind of approach to employ at different conflict stages at the Work place. • Describe ways to be effective team player • Identify ethical behaviors at the work place.	17.Effective Communicating at Work-(Part 1) 18.. Effective Communicating at Work (Part 2) 19. Approaches to Conflict Resolution in the Work place 20. Approaches to Conflict Resolution in the Work place – A Review 21.Mid-Module Assessment 22.Being an Effective Member of your Team 23.Good Work Habits Inventory (Part 1) 24.. Good Work Habits Inventory(Part 2) – A Review 25..Observing Rules and Regulations at the Work Place 26..Hygiene, Dress and Professional Comportment

		27.Observing Ethical Behavior in the Work place 28.End-of-Module Review 29.End-of-Module Assessment
MODULE D: Work Related Health and Safety 8 Lessons	- Identify unsafe working conditions - Describe ways to respond to emergencies at work - Identify common-sense ways to stay safe and healthy on the job - Recognize common hazards in the workplace - Discuss individuals roles and responsibilities for safety at work	30.Unsafe Working Conditions(Part 1) 31. Unsafe Working Conditions(part 2) 32. Health and Safety Rules at the Workplace (Part 1) 33.Health and safety Rules at the Workplace- A Review 34.Roles and Responsibilities in Ensuring safety at Work (Part 1) 35. Roles and Responsibilities in Ensuring safety at Work (Part 2) 36.End-of-Module Review 37.End-of-Module Assessment
MODULE E: Work Related Rights and Responsibilities 9 Lessons	- Explain employees Rights and responsibilities. - Describe the basic labor laws that protect Liberian workers in the wage employment sector - Identify the basics of a work contract and how to read it. - Describe the difference between rights and responsibilities at work - Discuss the basic rights of employers and the basic rights of workers in Liberia - Define <i>negotiation</i> and explain the various skills involved in negotiating	38.What are Employees Rights and Responsibilities (Part 1) 39. What are Employees Rights and Responsibilities(Part 2 –A Review) 40. Key Points to Liberian Labor Code. 41.Mid Module Assessment 42.Negotiation (Part 1) 43.. Negotiation skills(Part 2). 44.What is a contract ? 45.End of Module Revision 46.End of Module Assessment
MODULE F: Career Planning and Development 2 8 Lessons	- Re-assess and adjust career goal(s) - Describe how to access necessary training for identified employment options - Discuss how the income generation factor can be used in career and choice of business .	47. Income Generation and Career Choice 48.Career Exploration 49.Setting Career Goals1 50.Setting Career Goals2 51.Re-assessing or adjusting career Goals 52.Finding Career Training Opportunities 53.End of Module Review 54.End of Module Assessment

MODULE :G Vocational Training 2 7 Lessons	- Describe how to find vocational training opportunities. - Describe the conditions for admission into vocational training centers - Explain how to register for vocational training - Discuss how to choose the right job training.	55.Vocational Training- A Review 56. Applying for vocational Training. 57.Finding Vocational training Opportunities (Part 1) 58.Finding Vocational training Opportunities (2?) 59. Choosing a Vocational Training Program 60.End-of-Module Review 61.End-of-Module Assessment
MODULE H: Apprenticeship 2 7 Lessons	- Describe apprenticeships more accurately - Describe how to get into apprenticeships - Discuss how to choose the right Apprenticeship	62.Apprenticeship – A Review 63.Identifying apprenticeships 64.Finding Places For Apprenticeship 65.Observing Apprenticeships(Service Learning) 66.Choosing An Apprenticeship 67.End-of-Module Review 68.End-of-Module Assessment
MODULE I: Finding A Job 2 10 Lessons	- Find and assess information about local employment, from multiple sources - Prepare a simple Personal data sheet - Write and edit a simple Personal data - Complete a job application correctly and completely, with assistance - Respond effectively to basic interview questions - Respond comfortably to more difficult interview questions, in an unpredictable and unplanned setting	69.Finding A Job –A Review 70.Application letter Format and Applying For Work 71.Completing a Personal Data Sheet 72.Mid-Module Assessment 73. Job Search Skills and Tips (Part 1) 74. Job Search Skills and Tips (Part 2) 75.Job Interviews 1 76.Job Interviews 2 77.End-of-Module Review 78.End-of-Module Assessment
MODULE J : Entrepreneurship 2 15 Lessons	- Identify and assess locations suitable for a particular business - Identify steps for developing business ideas - Identify skills and traits needed to be an entrepreneur or business owner - Assess whether or not one has those traits and skills. - Describe a business plan and create one - Explain the basic issues in hiring employees - Describe a small business and how to manage one	79..Entrepreneurship- A Review 80. Can you be an Entrepreneur? 81. Creativity For Entrepreneurship 82. How To Choose What Business To Start (Business Idea) 83. Mid-Module assessment. 84.How Do I get the Money I

		Need For My Business 85. The Materials And Tools I Need For My Business (Material Resources) 86.. How to Find People Who Will Work For Me(Human Resources) 87.Calling Yourself a Work Name 88.What is your Work Name and how to locate your business? 89.Goal Setting- an Application 90. Compiling a Business Plan (Part 1) 91 Compiling a Business Plan (Part 2) 92.End of Module Review 93.End of Module Assessment
MODULE K: Money Management 2 6 Lessons	• Identify the difference between cash and credit • Set personal goals for saving and spending • Describe one or two local lending organizations or institutions • Develop a budget and track income and expenditures Identify local options for securing loans, for personal or business use	94.Credit , Cash and facilities, What is the Difference? (Part 1) 95. Options for Raising Money (Part 1) 96.Options for Raising Money (Part 2) 97 .Micro-financing opportunities in Liberia. 98..End-of-Module Review 99.End-of-Module Assessment
MODULE L: Managing My Own Business 9 Lessons	• Describe a business process. • Describe basic marketing and promotional activities • Identify appropriate ways to manage a small business. • Identify pitfalls that cause businesses to fail	100. Why Small businesses fail 101.Managing your Credits well 102. Good Record Keeping (Part 1 103.Good Record Keeping (Part 2) 104.Marketing and Promoting your Products or Services

		105.Giving Quality Customer Service 106.End-of-Module Review 107.End-of-Module Assessment 108.End of Level Assessment
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3.8 Social Studies

Semester 1

Acquire a basic level understanding of Liberian and African history, geography, culture, government, politics and economic development

- Demonstrate basic level social studies background knowledge
- Through listening to radio broadcasts, reading newspaper articles and books, watching television, and through other means gain and demonstrate additional social studies knowledge and understanding
- Critically analyze information, determine its quality, and reflect on its underlying meaning, and
- Integrate new knowledge with prior knowledge and understanding, adjusting one's worldview as a result of the new knowledge.

Overview

Number of instructional hours/days: estimated: 1 to 1.25 hours per day/5 days per week

Number of modules: TBD

Prerequisite to enter: Completion of Level 2 Literacy, Numeracy, Life Skills and Work Readiness

Learner goals/entry point: Ability to use social studies for academic purposes or for living as an informed and active Liberian citizen

Intended pathway: Entry into formal school at the 7th grade; work; or other personal goals.

Required to exit Level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or higher.

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Module One: Liberian history and government Learners exiting this module will be able to: - Identify major periods and events of Liberian history - Describe Liberia's types of government over the years, and - Describe the functions of the three branches of Liberian government today - Critically evaluate the truth of information they read, see and hear	Learners will: - Describe and appreciate efforts made in establishing the Liberian state, including who founded it, when, why and how. - Describe contributions of the various Liberian ethnic groups to national development - Describe, organize and analyze information on the functions of Liberian government - Describe how to resolve group conflict at home, in class, and in the community - Demonstrate a continuing interest in increasing their social studies knowledge and understanding - Determine the quality of information they read, see and hear by finding and judging the reliability of the source	- Major periods and events in Liberian history beginning with the founding of the American Colonization Society - Presidents of Liberia - Types of Liberian government from 1847 to the present: Colonial, Commonwealth, First Republican, Second Republican, Interim and present periods - Three branches of government: Executive, Legislative, Judicial - Causes and effects of Liberian civil conflicts including the recent civil war. - Newspaper, radio, television and Internet new stories	ALP III UNIT ONE: LIBERIA FROM 1847 – PRESENT MOE Social Studies Curriculum Unit 1 for Grade 6: The Founding of the Liberian State	ALP Curriculum Level III Social Studies Syllabus, Semester One, Pages 35-37 Grade 6 Social Studies Curriculum Unit 1, Pages 52-53, Page 61
Module Two: Liberian Education and Culture Learners exiting this module will be	Learners will: Describe the contributions of education to national development in Liberia's past and present	- Liberian systems for: - Formal and elementary education - Nonformal education	ALP III UNIT TWO: EDUCATION AND	ALP Curriculum Level III Social Studies Syllabus,

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
able to: • Describe the formal and nonformal education systems of Liberia • Explain the relevance of education to individual and family opportunity and national development • Describe the challenges of providing education in Liberia • Define and explain “culture” and give examples of Liberian cultural practices • Explain why culture is relevant to national unity in Liberia • Describe the meaning or significance of Liberian national days of commemoration and holidays	• Describe why it is important for them to continue with their own education • Describe the importance of national holidays and commemoration days	3) Higher education 4) Vocational training • The roles of education, training and job readiness for individual, family and community prosperity and national development • National days of historical importance commemoration, religious holidays	CULTURE MOE Social Studies Curriculum Unit 5 for Grade 6: CURRENT EVENTS AND HISTORICAL COMMEMORATIONS	Semester One, Page 38 Grade 6 Social Studies Curriculum Unit 5, Page 61
Module 3: African Geography Learners exiting this module will be able to: • Locate Africa on a world map • Locate major African countries and all the West African countries on a map of Africa • Name and describe Africa’s major physical features • List African countries from most- to least-populous	Learners will: • Draw an accurate map of West Africa and label all the countries and major physical features such as continental boundaries, major rivers and lakes, ocean, deserts, plains, major mountain ranges, and rain forests • Describe how rivers and lakes are used for aquaculture, transportation, bathing, irrigation and in other ways • Explain how the boundaries of West African countries were determined, by whom, and	• Maps of Africa with boundaries of countries and regions, physical features such as mountain ranges, major rivers and lakes, and deserts and plains • Basic information about each African country such as population, major crops and animals raised minerals and other natural resources, form	ALP III UNIT THREE: GEOGRAPHY OF WEST AFRICA AS A CASE STUDY	ALP Curriculum Level III Social Studies Syllabus, Semester One, Pages 39-40 Grade 6 Social Studies Curriculum

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
• Identify major African ethnic and language groups • Identify major African cities by name, location and population • List West African countries by national languages • Identify major natural resources found in West African countries and describe how they are used • Describe the major African climates and how extreme rainfall, flooding, drought, Harmattan trade winds, and other climate events affect people, vegetation, animals, and the natural and built environment	describe the consequences of the boundary-setting process for African nations in the past and today • Describe advantages and disadvantages of West African countries' multiple languages, and why having a national language is important • List the major religions of West Africa • Explain "renewable" vs. "nonrenewable" natural resources, and list reasons why wise use of natural resources such as minerals, timber, oil, natural gas and farmland is important • Explain the effects of West African climates on their countries' farming and industry	of government, national language and other languages, major ethnic groups, major cities, including the country's capital, and climate	MOE Social Studies Curriculum Unit 3 for Grade 6: GEOGRAPHY OF AFRICA	Unit 3, Pages 56-57

Semester 2: Social Studies

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Module 4: African History Learners exiting this module will be able to: - List and locate on a map the ancient empires of West Africa - Describe the factors that led to the rise, achievements and fall of each of these empires - Explain the causes, practices and effects of the slave trade in West Africa and particularly in Liberia - Explain why slave trading ended, including the effects of the Industrial Revolution, moral outrage in Western countries, and the U.S. Civil War - Describe the factors that led to colonization in Africa - Describe factors that led to the struggle for independence in African nations - Identify how population density, migration, and spread of religions have changed Africa	Learners will: - Give examples that make them proud of their African heritage - Explain how slavery evolved as a means of economic gain for some Europeans and some Africans. - Discuss whether or not slavery exists in Africa or in other parts of the world today - Explain how slavery is a form of exploitation and why it must be rejected in any form - Recommend how slavery can be prevented or stopped. - Describe the main events and leading figures of at least three African nationalist movements (e.g. Ghana, South Africa, and Kenya, or others) - List and describe the social, economic and political responsibilities of citizens in independent African countries, including education, voting, civic participation, and family planning.	- Ancient African empires of Ghana, Mali and Songhai - Origin, practices and demise and effects of the slave trade - Reasons for Colonization and its effects in different African countries - Independence: leaders, movements and dates - Post-independence opportunities and challenges - Present day population issues such as density, distribution, and migrations, including urbanization, displaced populations, for example, due to war or famine	ALP III UNIT FOUR: AFRICA YESTERDAY AND TODAY	ALP Curriculum Level III Social Studies Syllabus, Semester Two, Pages 41-42
Module 5: African Economic Development	Learners will: Describe the opportunities and	Agriculture (farming, animal husbandry, fishing and	ALP III UNIT FIVE:	ALP Curriculum

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Learners exiting this module will be able to: • Identify and describe kinds of agriculture (farming activities) in west Africa • Explain the opportunities and challenges of mining for countries in West Africa • Describe and differentiate between small, medium and large scale businesses and industries found in West Africa • Discuss problems affecting West African agriculture, manufacturing, tourism and sales sectors • Describe the opportunities and challenges provided by industrialization and economic growth in West African countries, including environmental pollution • Recommend possible means of controlling air, water, and land pollution	challenges of working in agriculture, mining, manufacturing, service, and sales • Explain “renewable” vs. “nonrenewable “ natural resources, and list reasons why wise use of natural resources such as minerals, timber, oil, natural gas and farmland is important (review of learning objective from module 3) • Explain what a positive attitude toward the environment is and why it is important for everyone to have one.	aquaculture) including traditional and modern practices, cash crops, and crops for export • Industry and mining/drilling, for example for iron, oil, natural gas gold, diamonds, bauxite and other minerals • Challenges of economic growth and development such as limited trained manpower, finance, experience with entrepreneurship and with manufacturing • What is required to expand a wage economy • Challenges of industrial growth, for example pollution and how to manage these challenges	ECONOMIC DEVELOPMENT IN AFRICA MOE Social Studies Curriculum Unit 2 for Grade 6: WAYS OF EARNING A LIVING IN LIBERIA AND SELECTED AFRICAN COUNTRIES	Level III Social Studies Syllabus, Semester Two, Pages 43-44 Grade 6 Social Studies Curriculum Unit 2, Pages 54-55
Module 6: Solving problems through international relationships among African States Learners exiting this module will be able to: • Describe the roles of African	Learners will: • Identify the major African international organizations • Explain the origin and purpose or mission, aims and functions of each of these organizations	• Major African international organizations: African Union (AU), its predecessor the Organization of African Unity (OAU), The Economic Community of West	ALP III UNIT SIX: SOLVING PROBLEMS THROUGH INTERNATIONAL RELATIONSHIPS	ALP Curriculum Level III Social Studies Syllabus, Semester Two,

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
international organizations • Explain how political conflict or economic exploitation in one country in West Africa has affected the stability of neighboring countries • Describe the role that ethnicity (tribes) has played in conflict and how the organizations have tried to bring about respect for ethnic diversity	• Name the member states of each organization • Describe the achievements of one or more of these organizations • Describe recent and current programs and problems each organization works on and the challenges it has in solving these problems • Compare and contrast cultural practices of at least three ethnic groups (tribes) in Liberia	African States (ECOWAS) and its monitoring group ECOMOG, Mano River Union (MRU), and the West African Rice Development Association (WARDA) • Time line with the dates of formation of each organization • Purpose and functions of each organization • Achievements and challenges of each organization • Description of ethnic groups in Liberia including how their cultural practices are similar or different from each other.	AMONG AFRICAN STATES MOE Social Studies Curriculum Unit 3 for Grade 6: INTERNATIONAL RELATIONSHIPS AMONG THE AFRICAN STATES	Pages 45-48 Grade 6 Social Studies Curriculum Unit 3, Pages 57-58
Module 7: Ways of Earning a Living in Africa Learners exiting this module will be able to: • Describe common African farm practices, crops and animals raised, especially in West Africa • Describe minerals mined in Africa, especially in West Africa	Learners will: • Describe major crops, animal husbandry products, and minerals mined in Sierra Leone, Guinea, Ivory Coast, Ghana, Nigeria, South Africa, North Africa, East Africa	1. Ghana (cocoa, nuts, oil, timber, electricity, diamond, bauxite, and manganese) 2. Guinea (cattle, fruit, coffee, nuts and palm oil, bauxite, alumina, diamonds, gold) 3. Sierra Leone (coffee,	ALP III UNIT THREE: GEOGRAPHY OF WEST AFRICA AS A CASE STUDY	ALP Curriculum Level III Social Studies Syllabus, Semester One, Pages 39-40

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Describe other major job sectors such as sales and service, banking and finance, Information and communications Technology (ICT) and others.		diamonds, rutile, bauxite) 4. Nigeria (palm oil, ground nuts, fruit, rice, maize, pearl millet, cassava, yams and sugar cane, cattle, petroleum, natural gas, coal, bauxite, tantalite, gold, tin, iron ore, limestone, niobium, lead and zinc) 5. North African countries (cattle, millet, rice, watermelon)	MOE Social Studies Curriculum Unit 2 for Grade 6: WAYS OF EARNING A LIVING IN LIBERIA AND SELECTED AFRICAN COUNTRIES	Grade 6 Social Studies Curriculum Unit 2, Pages 54-55

3.9 Science

Acquire basic level knowledge and understanding of science, including the scientific method

- Demonstrate basic level scientific knowledge and concepts of biology (plants and animals, including the human body), physics, health and nutrition, chemistry, and the environment
- Demonstrate an understanding of the scientific method through performing hands-on experiments
- Integrate new knowledge with prior knowledge and understanding, adjusting one's worldview as a result of the new knowledge.

Overview

Number of instructional hours/days: estimated: 1 to 1.25 hours per day/5 days per week

Number of modules: TBD

Prerequisite to enter: Completion of Level 2 Literacy, Numeracy, Life Skills and Work Readiness

Learner goals/entry point: Ability to use science for academic purposes or for living as an informed and active member of society

Intended pathway: Entry into formal school at the 7th grade; work; or other personal goals.

Required to exit Level: Average score on end-of-module assessments plus score on end of level assessment must equal 70% or more

Semester I: Science

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Module One: Plants, Animals and Micro-organisms in Liberia Learners exiting this module will know and be able to: • Define, and compare and contrast <i>living organisms</i> with nonliving things • Describe what cells are and the names and functions of their parts • Describe what tissue is and give examples • Explain why and how plants and animals are classified * Explain what <i>ecosystem</i> means Topic 1: Plants Learners exiting this module will be able to: • Name common plants, list common uses of these, and factors that affect their survival	Living vs. non-living things Learners will: • Contrast features of <i>living organisms</i> and non-living things (including that living organisms such as plants and animals have cells) • Describe the essential parts and functions of a cell: <i>nucleus, cytoplasm, cell membrane. Cell wall</i> • Define tissue as a group of biological cells that perform a similar function • Give examples of plant and animal tissue • Describe important natural and human factors that affect the survival and ability-to-thrive of plants and animals in forests, rivers, coastal and mountainous areas of Liberia • Explain how <i>food-webs</i> and <i>food chains</i> work using examples from Liberian forests • Describe at least one ecosystem in the community • Explain how plants and animals depend on each other for survival Plants Learners will: • Identify and name in English, as well as in local languages, common food and medicinal plants, trees, and flowers found in Liberia • List common uses of plants by human beings	Living vs. non-living things • Interdependence of plants and animals • Definition of <i>ecosystem</i> • From a elected ecosystem: - Plants an animal members - Food chain - how the environment is a habitat for animals and plants - effects of destruction of the habitat on plants and animals • Definition of <i>parasite</i> • Examples of animal and plant parasites, including micro-organisms such as protozoa, fungi and bacteria • Other micro-organisms - Nature of viruses Plants • Names and common uses of common plants in Liberia • Classification of plants - Why scientists classify plants - Common classification characteristics	ALP III UNIT ONE: PLANTS AND ANIMALS IN LIBERIA MoE Science Curriculum for Grade 6:	ALP Curriculum Level III Science Syllabus, Semester One, Pages 49-53 Grade 6 Science Curriculum: Interdependence of Animals and Plans Pages 55-59

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
• Explain why and how scientists classify plants • Give examples of one-celled and other microscopic plants including ones that cause common diseases • Describe the processes of <i>photosynthesis</i> and <i>respiration</i> Topic 2: Animals Learners exiting this module will be able to: • Name and give uses of common animals found in Liberia • Explain why and how scientists classify animals • Describe what animals need to survive • Give examples of one-celled and other microscopic animals including ones that cause common diseases • List factors affecting animals' survival	and other animals • Explain why and how scientists classify plants • List factors affecting the survival of plants in Liberia • Give examples of one-celled plants, and name them in English • Give examples of microscopic (invisible to the naked eye) plants that cause common diseases • Define <i>photosynthesis</i> and <i>respiration</i> using diagrams or drawings to explain how plants use sunlight and carbon dioxide to produce food Animals Learners will: • Identify and name in English common animals found in Liberian forests, mountains rivers, lakes, and farms • Give examples of one-celled animals and name them in English, as well as in local languages • Give examples of microscopic (invisible to the naked eye) animals that cause common diseases • Explain what a <i>parasite</i> is and give example of parasites that cause common diseases • Explain what a virus is and give examples of common diseases in Liberia caused by viruses • List common uses of animals by human beings and other animals	• What plants need to survive: - Sunlight - Moisture - Appropriate (warm) temperature - Good soil ingredients - Carbon dioxide • One-celled and other microscopic plants • Photosynthesis • Respiration Animals • Animals in Liberia - Common names of animals in local languages and in English - Uses by human beings • Classification of animals: mammals, birds, amphibians, mollusks, reptiles, insects arachnids, vertebrates and invertebrates • Conditions favorable to animal survival: food, shelter, protection, ability to reproduce • Viruses - Neither plant nor animal, a micro-organism - Effects of heat and cold on viruses - Effects of certain drugs on viruses		

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Topic 3: Importance of the Liberian forest and the environment to human beings Learners exiting this module will be able to: - List some common Liberian forest plants and animals - Give reasons why Liberian forests are important to human beings, plants and animals - List causes of soil, air and water pollution that affect forests - Describe efforts to conserve Liberian forests	- List factors affecting the survival of animals in Liberia - Give examples of animal classifications, including <i>vertebrate</i> and <i>invertebrate</i> animals Forest Learners will: - Identify species in Liberia's forests - List the reasons why conserving the forest is important - Identify causes of pollution - Identify actions that can conserve Liberia's forests	- Examples of viruses: common cold, HIV/AIDS - Bacteria - Diseases caused by micro- organisms: malaria, dysentery, diarrhea - The ecosystem - Interdependence of plants and animals - Explanation and examples of food chain and food webs Importance of the Liberian forest - Animals in the Liberian forests - Common names of animals in English and local languages - Uses of forest animals to human beings, other animals and plants - Causes of soil, air, and water pollution: certain farming practices (e.g. "slash and burn"), certain mining and manufacturing practices, and certain ways of removing and storing some kinds of trash		
Module Two: Basic Physics: Force, Work and Machines Learners exiting this module will be able to: Describe what <i>force</i> is and how various forces make machines work	Learners will: - Perform basic calculations to solve problems involving force, work and energy - Identify and safely use the six types of machines (lever, pulley, wheel and axle, inclined plane, screw, and gear) - Do simple calculations involving <i>force</i>, <i>work</i>	Examples of common simple machines found at school, home or in the community, such as: - lever, pulley, wheel and axle, inclined plane, screw, and gear - Numeracy instruction from level 3	ALP III UNIT TWO: FORCE WORK AND MACHINES	ALP Curriculum Level III SCIENCE Syllabus, Semester One, Page 54

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Topic 2: Light energy Learners exiting this module will know and be able to: • Explain the sources of light energy • Distinguish between <i>luminous</i> and <i>non-luminous</i> objects • Explain how light travels • Explain with examples the concept of the reflection of light • Classify materials into <i>transparent</i>, <i>translucent</i> and <i>opaque</i> • Describe the uses of concave and convex lenses and mirrors in everyday life • Demonstrate the refraction of light using convex lenses • Explain the formation of a rainbow and name its six colors in the correct order Topic 3: Sound Energy Learners exiting this module will know and be able to: • State or list common sources of sound • Explain how sound is	Light Energy Learners will: • Demonstrate refraction by water • Identify common uses of convex and concave lenses and mirrors • Apply the principle of reflection of light to daily living activities • Explain the formation of the colors of a rainbow and compare it to a glass prism Sound Energy Learners will: • Produce sounds of different pitches using musical instruments • Explain sound transmission • Explain Echoes	- Potential to kinetic Light Energy • Sources of light: sun, flame, certain insects (chemical light), a luminous watch (battery with electricity) • Light and objects: luminous, transparent, translucent, and oblique objects • Reflection of light using mirrors -Lateral inverting •Uses of convex and concave mirrors •Bending of light - Light travels in a straight line - Light can be bent as it travels through water - A convex lens concentrates light - A prism (or water droplets) bends light into a spectrum of colors Sound Energy • Sources of sounds, e.g. human voice, musical instruments, objects in nature, animals, machines, etc. • How sounds are made (e.g. by causing strings to vibrate, etc.)	Grade 7	Sequence pages 10-11

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
<i>transmitted</i> • Explain how echoes are made • Compare the speeds of sound and light • Explain how to change the <i>pitch</i> and <i>volume</i> of sound, for example sounds produced by a guitar, flute or drum Topic 4: Law of Conservation of Energy Learners exiting this module will know and be able to: • Explain what a scientific law is • Explain the law of conservation of energy (that energy can neither be created nor destroyed) and give examples of the application of the law in daily life	• Say which travels faster, sound or light, and by how much • Explain how to change pitch and volume on a musical instrument of their choice Law of Conservation of Energy Learners will: • Define a s a scientific law • Define the meaning of energy conservation • Describe the components of the law of the conservation of energy	• Sound transmission: sound travels through a medium such as air or water or wood • Echoes - What is an echo? (Reflected sound) - Surfaces that increase or decrease echoes • Sounds that can be produced by musical instruments Law of Conservation of Energy • Law of Conservation of energy, that energy can neither be created nor destroyed • Meaning of energy conversion • Examples of applications of the law		
Module Four: Food and Nutrition Learners exiting this module will know and be able to: • Explain the relationship between food and energy • List the major food groups • State the names of diseases associated with food deficiency (protein, vegetables with vitamins) or eating too much of	Learners will: • Describe how to cook food properly for good health • Describe the relative amounts of foods to eat from each of the food groups that make up a balanced diet • Explain the difference between whole foods and processed foods • Explain the causes of heart disease, diabetes, and other food-related diseases	• Classification of foods - energy-giving (carbohydrates) - body-building (protein) - protective (vitamins) - storing energy and protein (fats, oils) • Food pyramid and definition of a balanced diet • Common diseases associated with a poor diet: Kwashiorkor, Marasma, beriberi, Anaemia, scurvy, pellagra, rickets, heart disease, diabetes	ALP III UNIT FOUR: FOOD AND NUTRITION MoE General	ALP Curriculum Level III SCIENCE Syllabus, Semester One, Page 61 Health topic

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
the wrong kinds of foods (fats, sugars, carbohydrates) and name the specific food problem for each disease		• Growing and cooking whole foods such as upland and swamp rice, cassava, fruits, and vegetables such as tomatoes, peppers, sweet potatoes, and various greens	Science Curriculum Scope and Sequence Grade 7	Pages 12-13

Semester 2: Science

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Module Five: Healthful Living Topic 1: Sanitation Learners exiting this module will know and be able to: • Explain what <i>sanitation</i> is and what it involves • Give examples of effective ways to clean up <i>unsanitary</i> sites Topic 2: Personal Hygiene Learners exiting this module will know and be able to: • Explain what <i>personal hygiene</i> means • Demonstrate (in class) that one is groomed well for healthy living Topic 3: First Aid Learners exiting this module will know and be able to: • Explain what is meant by <i>first aid</i> • Describe some common first aid rules • List common examples of when first aid is needed at home, in class or at work	Learners will: • Describe why and how to keep home, school, work and other environments <i>sanitary</i> Personal Hygiene Learners will: • Define <i>personal hygiene</i> • Demonstrate through role playing good grooming practices First Aid Learners will: • Orally or in writing explain that first aid is “immediate, temporary help given to a sick or injured person” • Give examples of common first aid rules that apply to home, school and work • Show how to apply a bandage to a wound, how to care for a burn, what to	• How cleaning reduces bacteria that in turn reduces disease (See Bacteria in Module 1) • Surfaces that typically have harmful bacteria (toilets, kitchens, wells, some walls) • What to clean (clothes, kitchen utensils, eating tables, toilet seats, food, water and other beverage containers, bed covers, towels. • When and how to use disinfectants and bleaches. Personal Hygiene • <i>Personal hygiene</i> definition includes daily bathing; cleansing teeth, ears, eyes, armpits, toes; wearing clean clothes; washing hands frequently, always washing hands before meals and after toileting; combing or brushing hair, putting oil on skin and head; using deodorant) First Aid • Contents of a First Aid Kit and how each piece of the kit is used • First Aid for: sprains and fractures; cuts and wounds; insect/snake bites; near drowning; electric shocks; poisoning; fainting; difficulty breathing,	ALP III UNIT FIVE: HEALTHFUL LIVING MoE General Science Curriculum Grade 7	ALP Curriculum Level III SCIENCE Syllabus, Semester Two, Pages 62-67 Health topic Pages 12-14

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
- Demonstrate how to perform first aid for given scenarios (i.e. cases or examples) Topic 4: Common Diseases Learners exiting this module will know and be able to: - List names of common diseases in their community - State the causes of these diseases - Explain prevention and/or treatments for these diseases - Describe the difference between <i>infectious</i> and <i>non-infectious</i> diseases and how infectious diseases are spread Topic 5: HIV/AIDS Learners exiting this module will know and be able to: - State the meaning of HIV/AIDS, state the causes of HIV/AIDS and how it is or is not transmitted - Describe health and social problems associated with HIV/AIDS - List practices to prevent the spread of HIV/AIDS - Describe how people with AIDS should be treated by community members	do if someone is bitten by a snake; how to help someone who is choking, how to help someone who is drowning, how to give CPR (cardiac pulmonary resuscitation), and how to help someone who has fainted. Common Diseases Learners will: - List, state the causes and treatments of common infectious diseases in Liberia - Describe ways to prevent these diseases HIV/AIDS Learners will: - Describe how they can prevent getting and transmitting HIV/AIDS: no sex without proper precautions, testing of all blood before transfusions, and not sharing needles and other skin-piercing instruments - Describe how people with AIDS should be treated - Describe ways to prevent the spread of HIV/AIDS in Liberia.	for example because of asthma Common Diseases - Causes, prevention and treatment of common diseases found in Liberia such as: malaria, diarrhea, worms, conjunctivitis (Apollo), toothache, common cold, heart disease, and diabetes. HIV/AIDS - Meaning of the acronym <i>HIV/AIDS</i> - Causes of AIDS - Problems associated with HIV/AIDS: such as: breakdown of the immune system and being an easy prey to other diseases, being shunned by family and friends, high cost of medication, loss of family and friends who die from AIDS - Modes of HIV/AIDS transmission: transfusion of infected blood, infected razor, infected injection needle, sex with an infected person.		

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Module Six: Chemistry: Elements, Mixtures and Compounds Topic 1: Elements Learners exiting this module will know and be able to: - Define <i>elements</i> - Identify on a periodic table the major elements of the earth's crust - Name commonly occurring elements and their uses Topic 2: Mixtures and Compounds Learners exiting this module will know and be able to: - Define the difference between a <i>mixture</i> and a <i>compound</i> - Demonstrate the separation of the components of given mixtures - State uses of common mixtures and common compounds Topic 3: Acids and Bases Learners exiting this module will know and be able to: - Define <i>acid</i> and <i>base</i> - Explain how <i>acidity</i> and <i>alkalinity</i> affects soil and drinking water, how to increase or decrease each	Elements Learners will: - Define what an element is - Point out common elements, including those found in the earth's crust, on a periodic table of the elements - Describe common elements and familiar materials in which they are found Mixtures and Compounds Learners will: - Explain with examples what a chemical reaction is. - Explain that the elements in a mixture can be separated out by physical means and the elements in a compound can only be separated by chemical means.	Elements - Common elements and where they may be found: - Carbon – fire coal - Chlorine – bleach - Lead – battery - Iron – automobile chassis - Aluminum – some cooking pots or pans - Iodine – hospital - Sulfur – some traditional and western medicines - Copper – some electrical cables Mixtures and Compounds - Examples of mixtures: soil, air, ocean water - Examples of compounds: water, table salt, table sugar (sucrose), baking soda, caustic soda (soap making), epsom (purgative salt), chalkboard chalk, battery acid, alum (to purify water)	ALP III UNIT SIX: ELEMENTS, MIXTURES and COMPOUNDS MoE General Science Curriculum Scope and Sequence Grade 7	ALP Curriculum Level III SCIENCE Syllabus, Semester Two, Pages 68-70 General Science Curriculum Scope and Sequence Grade 7 Topic: Scientific Knowledge, Page 4
Module Seven: The Human Body Learners exiting this module will know and be able to:			ALP III UNIT SEVEN: THE	ALP Curriculum Level III SCIENCE Syllabus,

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
- Describe changes in the growth of a child, and behaviors that typically result from those changes - Demonstrate knowledge of the major body systems that sustain life: digestive, respiratory, and reproductive - Explain how each of these systems works - List diseases that affect body systems - Describe how drug abuse affects specific body systems of an individual and a community Topic 1: The Growing Child Learners exiting this module will know and be able to: - Identify the major stages of growth of a child - Briefly describe changes/behaviors associated with each stage - List characteristic behaviors of adolescence Topic 2: The Digestive System Learners exiting this module will know and be able to: - Explain the functions of the digestive system - Name and describe the functions of	The Growing Child Learners will: - State major stages of growth of a child from birth to adulthood - Identify behaviors unique to adolescence stages The Digestive System Learners will: - Explain the functions of each major organ and part of the digestive system - Identify common diseases of these organs and parts - Explain why regular cleaning of teeth is important - Demonstrate when and how to properly brush one's teeth - List good and bad eating habits	The Growing Child - Stages of growth: childhood, adolescence, adulthood - Physical characteristics of stages: age, size, height, development of certain body organs - Social and psychological characteristics of stages: identity, connectedness/relationships, and power - Role(s) in society The Digestive System - The digestive system, its parts and their functions - How food moves through the digestive system - Problems associated with digestion: choking, indigestion, ulcers, etc. - Causes and prevention of toothaches and tooth decay - Care of the digestive system, including: - Food choices - Proper care of teeth	HUMAN BODY MoE General Science Curriculum Scope and Sequence Grades 6 and 7	Semester Two, Pages 71 -78 General Science Curriculum Scope and Sequence Grade 6 Topic: Function of the Human Body Organs and Systems, page 60 Grade 7 Topic: MATTER, Page 9

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
the organs of this system - Describe common problems associated with the digestive system - Explain how to care for the digestive system Topic 3: The Respiratory System Learners exiting this module will know and be able to: - Explain the functions of the respiratory system - Name and describe the functions of the organs and parts of this system - Describe how the system works - Explain how to care for the respiratory system Topic 4: The Reproductive System Learners exiting this module will know and be able to: - Explain the purpose and functions of the reproductive system - Describe problems associated with	The Respiratory System Learners will: - Explain why the respiratory system is important to the body and to its other systems - Describe how <i>respiration</i> and the respiratory system works, how oxygen flows from the nose or mouth into the lungs and into the blood and why this is important to the body - Name diseases commonly associated with the respiratory system - Explain how to care for the respiratory system - Explain how smoking affects the lungs of the smoker and others - Explain how air pollution, for example from burning bush or farm, affects the lungs - Explain why covering the mouth and nose when sneezing is important to others' health The Reproductive System Learners will: - Recognize that reproduction is essential for the continuity of life - Identify reproductive system diseases	- Rest after meals - Exercise The Respiratory System - Respiratory system parts and their functions - Comparison of equation for respiration with that of photosynthesis - Parts and care of the lungs - Lung diseases: asthma, cancer, tuberculosis, - Effects of smoking on the lungs - Proper care of the respiratory system - Aerobic exercise - Limited exposure to X-rays - Avoiding breathing smoke The Reproductive System - Organs of the reproductive system - Process of fertilization of the ovum - Development of the fetus and baby child		

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
this system • Explain how to care for the reproductive system Topic 5: Substance abuse (drugs and alcohol) Learners exiting this module will know and be able to: • Define <i>drug</i> and explain what drug abuse is • Give examples of common illegal drugs and their effects on the body • Explain what drug addiction is	and their consequences and effects • Describe preventative approaches to avoid these diseases • Become aware of consequences of teenage pregnancy and early child-bearing on the mother and the child • Describe proper care of reproductive organs Substance abuse Learners will: • Demonstrate that they can correctly classify common drugs, for example as antibiotics, stimulants, depressants, narcotics and hallucinogens • Explain why using illicit (illegal) drugs is dangerous to one's health • Describe good alternatives to taking drugs or using alcohol to deal with problems of depression, anger, stress or anxiety	• Process of delivery • Problems associated with early – and late –childbearing • Diseases of the reproductive organs: STDs, HIV/AIDS, impotency, infertility, sterility • Care of the reproductive system Substance abuse Definitions of drug and drug abuse • Names of common drugs in Liberia • How to help drug addicts: identifying them, counseling and treatment • Classification and common uses of drugs • Advantages and disadvantages of taking legal and illegal drugs, and of using alcohol		
Module Eight: The Changing Earth Topic 1: The Changing Earth Learners exiting this module will know and be able to: • Identify physical changes that occur on the Earth through the weathering of rocks and soil erosion • Explain how weathering and soil erosion can affect farming in one's community	The Changing Earth Learners will: • Describe steps to take to minimize erosion in farmland • Explain what to do if the rain water we drink is <i>acidic</i> Eclipses <i>Learners will:</i> • Identify <i>solar</i> and <i>lunar</i> eclipses in	The Changing Earth • Causes of weathering: acid rain, heat and cold, human beings • Effects of weathering on mountains and hills, agriculture, flooding • Causes of soil erosion • Ways to prevent erosion Eclipses • Explanations and diagrams showing	ALP III UNIT EIGHT:OUR ENVIRON-MENT	ALP Curriculum Level III SCIENCE Syllabus, Semester Two, Pages 79-80

Modules	Teaching and Learning Objectives	Content examples	Related MoE or ALP content or competencies	Source and level
Topic 2: Eclipses Learners exiting this module will know and be able to: • Describe the movements of the earth and its moon • Explain the cause of day and night • Describe what an eclipse is and how an eclipse of the sun differs from an eclipse of the moon • Describe causes of solar and lunar eclipses	diagrams • Explain daylight and darkness at night • Explain how solar and lunar eclipses are caused • Explain safety precautions to take in watching a solar eclipse • Explain why these precautions are not needed when watching a lunar eclipse	what a solar and lunar eclipse are		

4 Appendices

4.1 Appendix 1: Alternative Basic Education Policy



Ministry of Education Policy on Alternative Basic Education

Foreword

The absence of an explicit policy document on issues relating to education for youth, adults and non-formal education created a condition that has limited the implementation of a well coordinated national program in the country. The current document must be seen as very crucial to the dissemination or reduction in the very high illiteracy rate in the country and preparation of young people to enter the workforce.

The Ministry of Education remains the Government agency responsible for coordinating and monitoring all alternative basic education efforts regardless of their funding and administration. However, each Ministry and agency of the Government may plan and implement alternative basic education development and distribute educational materials, as well as select and train its own staff and may work with civil society partners to carry out such efforts

Although such plans and programs should be communicated to the Ministry of Education for information and follow-up where necessary for national interest and quality. For any tangible realization of the goals and objective of a program to be met, there has to be a realistic policy direction, guidelines and explicit strategy set for partners and program providers to clearly follow.

This is also important for donors so that they will be clear on what type of program of alternative basic education to support.

We say hats off to all: the Ministry of Education staff, UNESCO, USAID/CESLY and a broad group of stakeholders and implementing partners who gave their time for the realization of this policy.

E. Othello Gongar

Minister of Education, Republic of Liberia

Introduction

Because of the disruption in Liberia caused by years of conflict, the need is now great for basic education for out-of-school, over-age youth and adults who have not attended or completed formal schooling. The Ministry of Education has devoted attention to this need, for example, through its Accelerated Learning Program (ALP). However, because of the pressing need for basic and functional literacy, for employment-related learning, and for other important daily living skills and knowledge in health, managing money, environmental practices, conflict resolution skills, and especially for inclusion and support for women and girls in education, it is time for the Ministry of Education, as the lead agency among several ministries who are concerned about the large number of out-of-school youth and adults with low basic skills, to create and manage a national system of Alternative Basic Education (ABE). In alignment with the Poverty Reduction Strategy of Liberia, the Ministry of Education will establish this new system, under its leadership and in collaboration with other Ministries and non-governmental stakeholders.

For over half a century alternative basic education programs of varying quality have existed in

Liberia. For the first time, however, a Liberian government is considering developing a high quality national *system* of alternative basic education for out-of-school, over-age youth and adults. Before the civil war, Liberia had an illiteracy rate of over 60% and many youth, beyond primary school age, and many adults had not completed school. Even then, however, despite awareness that an illiterate society posed a serious threat to peace and security, alternative basic education received little attention. For 15 years, the literacy and basic skills competencies have not improved significantly, a condition that could now threaten peace and security if it does not receive urgent and effective attention.⁵ In addition, out of every 100 Liberian citizens perhaps as many as 70 cannot read and write in English, the official language of the country; and many of these adults and young adults lack basic skills needed to function effectively as parents, workers and community members, especially in an age where not only basic skills are needed but also 21st century technology skills for economic development. With the emergence of a democratically elected government, and with huge international goodwill, Liberia should place national alternative basic education on the fast track. To move this agenda forward, the Ministry of Education, through the Division of Adult Education, with assistance from local literacy

⁵ The 2008 Population and Housing Census Results estimates the general illiteracy rate amongst Liberian adults aged 15-85 at 55%.

organizations and international partners, has embarked on a process of designing a national policy for alternative basic education in Liberia.

The policy framework would provide guidance for the planning, operation, monitoring and evaluation of literacy and other alternative basic education services throughout the country. The policy framework outlines the goals, systems objectives, the intended beneficiaries and intended outcomes for learners, the ABE system and for the Liberian nation, as well as priority functions of a Division of Alternative Basic Education and sources of funding and resource mobilization for the new Alternative Basic Education system. A system of alternative basic education for adults and out-of-school older youth should assist national development in Liberia and should also achieve a positive impact on individuals, families, communities, nongovernmental and government organizations. The Alternative Basic Education system is, however, developed in line with the philosophy and cardinal principles of the Liberian Education.

We owe gratitude to UNESCO-Liberia and USAID/CESLY for their support for the development of this policy and the enhancement of education in Liberia. Special thanks go to the members of the Technical Working Group,⁶ and to those stakeholders who attended strategy development sessions in January 2010, June 2010 and the national NFE Stakeholders Draft Policy Framework Review Meeting in August 2010⁷ in addition to all those who participated at the Ministry of Education's Awareness Raising Meeting on Alternative Basic Education and Workforce Development for Youth in March 2011 for their valuable information, cooperation, and hard work all of which have resulted in the writing of this national policy framework on alternative basic education. Finally, we would also like to thank all development partners who have contributed to the work of the Ministry of Education, through the Division of Adult Education, and the Bureau of Technical and Professional Education for their commitment to the advancement of education, and especially basic education in Liberia.

⁶ The following organizations have been part of the Technical Working Group: Alfalit International – Liberia, ActionAid-Liberia, CEP, USAID-CESLY, EGRA, FRC, GEL, Imani House, INTNL, IPC, LCLSS, LEED, LET-COM, LIBTRALO, MCSS, MIA, MOE, MOE-Religious Edu., MOE-Adult Edu., MOL, Mother College of Health Science, MYS, NAEAL, OSC/CEP, UL, UMC, UNESCO, WE-CARE-Critical Thinking Liberia, and WE-CARE Liberia.

⁷ Individuals who attended the January, May August, 2010 Policy Review meetings

National Education Mission Statement

To provide quality education for all by preparing future leaders who are capable of effectively managing the task of nation building, promoting our national values and heritage, and enhancing the socio-economic growth and development for the sustenance of the Liberian State.

National Education Philosophy

1. We believe that the 21st century Liberian Education System will provide equal access to quality education for all residents, regardless of race, color, creed, religious or political affiliation;
2. We believe that 21st century Liberian Education System will celebrate diversity of its rich cultures and people, and create the platform for the promotion of unity and nationalism;
- 3.
4. We believe that the 21st century Liberian Education System subscribes to the Liberian Constitution and The Universal Declaration of Human Rights.
5. We believe that the 21st century Liberian Education System subscribes to the principles that the social needs of its people be fully developed for economic development;
6. We believe that the 21st century Liberian Education System will provide opportunities for its citizenry to be technologically literate and lifelong learners;
7. We believe that the 21st century Liberian Education System will provide a secure, nurturing, and caring learning environment;
8. We believe that the 21st century Liberian Education System will prepare its citizenry to become productive contributors to nation building through technical and vocational training as well as through the pursuit of higher education;

9. We believe that the 21st Liberian Education System will function on a decentralized administrative structure to ensure the effective and efficient delivery of quality education for all peoples.

Goals of Alternative Basic Education:

- Provide a single, effective national system for the planning, implementation, monitoring and evaluation of literacy, numeracy, life skills, work readiness and other alternative basic education services throughout the country for older, out-of-school youth and adults who wish to learn to read, write and count, attain life and work readiness skills
- Provide a broad-based, inclusive range of learning options, so that school dropouts and nontraditional learners may find a second chance to complete their basic education to the sixth and seventh grade level equivalency, achieve a certificate of, and if they wish, choose to continue formal schooling
- Prepare older, out-of-school youth and adults join an apprenticeship or vocational education program, to enter wage employment or pursue enhanced self-employment, including entrepreneurship.

System Objectives

- Ensure the education success of overage youth and adults
- Ensure equitable distribution of alternative basic education opportunities and resources in every county for all Liberians who need these services
- Ensure flexible delivery of services (for example, evenings and Saturdays) to meet the participants' need to earn income, and so that new curriculum modules and programs can be developed to serve specific populations such as homeless people, vulnerable adolescents, prison inmates, the physically challenged, and displaced people, so that adult and out-of-school youth learners who are out of school can meet their specific short-term goals, for example, for employment, starting a business, health, or market-oriented numeracy, without necessarily enrolling in long-term classes, and in ways that are congruent with their age and gender needs

Provide alternative basic education programs specific to the needs of women, so that they can be successful parents and members of the society to which they contribute and from which they will derive optimum equal social, economic and political benefits.

Intended Beneficiaries of the Alternative Basic Education System

- Youth (13 years and older) and adults
- School dropouts at the basic education level
- Persons already economically active but who want to continue learning
- Women and girls
- Vulnerable and disadvantaged populations

Intended Outcomes of Alternative Basic Education

Outcomes for Learners

- Functional literacy and numeracy (including reading and writing in English and mother tongue languages)
- Life skills to prepare for successful living in the family and community
- Work readiness skills to prepare for success in the world of work
- Preparation for apprenticeship or vocational skills training
- Preparation for (returning to) formal schooling or equivalency

Outcomes for the Alternative Basic Education System

- Adequately-resourced, well-coordinated system with a clear vision and mandate
- Effective alternative basic education in collaboration with, and with co-investment by, government agencies, nongovernmental organizations, international donors and private sector partners at every level
- Increased participation in alternative basic education delivery among community-based organizations and non-governmental organizations
- Increased participation and retention of, and program completion by, underperforming populations especially women and girls
- Qualified ABE training providers, approved training curriculum, and accredited training institutions
- Trained and accredited facilitators with certificates of proficiency

Outcomes for the Nation

- Significantly increased national literacy and numeracy rate
- Reduced poverty and dependency
- Reduced violence and crime
- Informed and responsible citizens who actively participate in the national decision making process
- A skilled workforce for economic growth and development

Key Features:

- A Division of Alternative Basic Education will be established within the Ministry of Education to replace and include services now provided by the Division of Adult Education

- New resources will be sought for this Division including government and non-governmental resources because current resources are not adequate to address the needs
- A national system of alternative basic education training, supervision, support, curriculum and accountability will be established at all levels; and will include monitoring and evaluating in order to meet the system objectives
- Alternative basic education will enable the Ministry of Education to provide a broad, inclusive range of learning options, so that school dropouts and nontraditional learners may find a second chance to complete their basic education, and if they wish, choose to continue formal schooling. It will also create clear linkages with work-related opportunities, particularly for non-traditional learners, pathways that lead them into the world of work. This linkage with other service providers may also serve as an incentive that encourages them to complete their education.
- Alternative basic education content that is intended to be completed within three years, when feasible
- Alternative basic education programs that will be funded through multiple sources: the Ministry of Education and other government agencies, private sector businesses and industries, non-governmental organizations, international development partners, and with the time and opportunity costs of individual participants and their families; however, standards, curriculum and provider approval will be the responsibility of the Ministry of Education
- Other finance-related recommendations will be explored including, for example, international donor funding; public/private partnerships and inter-Ministerial support and collaboration.

Management Structure for Alternative Basic Education

- A Division of Alternative Basic Education will be established within the Ministry of Education to replace and include services now provided by the Division of Adult Education and the Accelerated Learning Unit
- There shall be in place under the Division relevant units and staffing to coordinate and implement all programs of Alternative Basic Education

Priority Functions of the Division of Alternative Basic Education

- Co-ordinate and oversee all public and private ABE services in Liberia
- Provide advisory services for all types of alternative basic education
- Expand and promote literacy, numeracy, life skills and work readiness services
- Build and oversee the building of the capacity of ABE personnel and develop robust capacity at every level of the ABE system in the areas of: budgeting, project formulation, curriculum and primer development, review and supervision
- Approve ABE Curriculum

- Set standards (program, facilitator, curriculum, etc.)
- Assist in the development and dissemination of ABE policy
- Monitor and evaluate facilitators and programs
- Oversee a system of learner assessment and certification
- Develop a coordinated process for provider approval and teacher certification
- Ensure the involvement of relevant stakeholders in the planning and implementation of Alternative Basic Education
- Mobilize funds and other resources
- Promote the use of local languages in alternative basic education, as relevant

4.2 Appendix 2: Field Test Summary

Field Test Results of Level 1 Curriculum

During 2010-2011, USAID/CESLY collect data on the Alternative Basic Education curriculum Level 1 for the purpose of collating information on the different aspects of the curriculum including its relevance, utility, and feasibility. This information is relevant for further revisions of level one materials and the development of materials for level 2.

Feedback collection methods include:

- Interviews with facilitators
- Focus group discussion with learners
- Classroom observation by NFE Coordinators in the field
- Classroom observation by Technical Specialists during field visits

The present report is a summary of information gathered from three of the six counties. By the end of the first semester all sites had not completed 54 lessons for the semester 1. Hence, these were continued during the second semester until they were completed. Facilitators only began second semester materials after they have completed materials for the first semester. Data thus collected during the second semester includes feedback on both first and second semester materials. Learners interviewed during this data collection period were in some cases the same interviewed during the first round of data collection and in other cases a different group of learners.

SUMMARY OF LEARNERS' INTERVIEW

As to why learners were enrolled in the program they listed their desire to:

- read and write
- Acquire and make use of literacy and numeracy skills in their daily lives such as signing a document, reading information on a sign board, counting their money on paper.
- Improve their lives
- Prepare themselves for the world of work/future employment
- Contribute to the development of the community of which they are a part

As to what learners want to be different in their lives as a result of enrolling in the program learners give responses summarized in the following:

- Making use of the literacy and numeracy skills acquired in different settings such as: signing at the bank, measure and count my goods,
- contributing to the development of their respective communities and the society at large
- Being a part/being involved in the decision making process of their community
- Being able to access employment opportunities

As to what learners wanted to learn from this literacy, numeracy, life skills, or work-related learning class (from the class as a whole, not the particular lesson or module) a.k.a, learning expectations from the program, learners responded with wanting to learn:

- ✓ “all the contents because they are important to us”
- ✓ “literacy and numeracy to meet our needs”
- ✓ “know how to take good care of ourselves and the communities”
- ✓ “how to control your feeling and to better live with others”
- ✓ “the idea about the benefit of learning trade or work”
- ✓ “how to spell and pronounce all these words correctly”

While the above responses were sometimes vague, some learners were specific in their responses by referring to specific lessons in the different content areas. Responses recorded included wanting to learn:

- ✓ work readiness modules that deal with business
- ✓ numeracy module lessons on using calculator
- ✓ “how we will help stop our underage girls from getting pregnant and stop them from getting sicknesses like HIV/AIDS”
- ✓ “know about ways of adding numbers from up to down – vertical”

Learners’ likes about lessons and modules focused primarily on the relevance and contents.

Learners reported that they “liked the messages in the lessons”. They feel the modules and lessons are:

- ✓ are practical and apply to their daily lives (For example lessons cited on help to show the best ways to prevent themselves from diseases and take good care of the families , teach about good hygiene and good health care /good leadership skills, good citizenship)
- ✓ have activities that make learning easy and practical

Learners like these aspects of the modules and lessons that:

- ✓ relate directly to the daily lives of learners, with specific examples cited below on :
- ✓ “how to be healthy and this can only be done if they know how to keep ourselves clean and eat the good food needed.
- ✓ “how know how to find a good working place and who to make business with, and how we can keep our money”.
- ✓ “use numbers in everyday activities”
- ✓ help them understand and improve their lives
- ✓ “are a means of affecting behavior and attitude modules are not difficult for us but rather help to change our lives positively”

In terms of learners’ dislikes about the modules/lessons, learners however noted:

- ✓ Duration of the lessons- many activities for the time allotted for study
- ✓ Difficulty of lessons- “Some on the lessons are above our level”
- ✓ Facilitator’s ability to teach to neoliterates- “facilitators run with the lessons so though we try to understand the concepts we have not been to school before we need more time to adjust; the writing can be too much for us”

As to why they dislike lessons they noted:

- ✓ Time issue- “The activities too plenty and we do not close soon”
- ✓ Age factor- “We are old people, we cannot learn too much hard things again”

Summary of learners’ opinion about how easy or difficult lessons are:

Montserrado

Content area	Easy	Just right	Difficult	Total	Comments
All content areas combined	44	66	41	151	All content areas included /did not specify each content area

Maryland

content area	easy	just right	difficult	total	comments
Literacy	14	21	2	37	
Numeracy	9	9	1	19	
Life skills	9	18	3	30	
Work	40	56	9	105	

Grand Gedeh

Content area	Easy	Just right	Difficult	Total	Comments
Literacy	31	70	19	120	
numeracy	31	67	21	120	
Life skills	37	46	66	144	
Work	30	43	71	144	

When asked what they would like to see different about the lessons, learners responded:

- ✓ more materials including (additional work books, flash cards, posters (on HIV for example, more storybooks, workbook on work readiness/life skills , more reading material) .
- ✓ They specifically requested reading materials at their level. (Sonie story content was very interesting, but they are unable to read the book , because it was written for a higher level for some neoliterates, but they would like to be able to read the book).
- ✓ more practice and additional activities in numeracy
- ✓ less activities with fun
- ✓ less writing
- ✓ less writing with more practice
- ✓ demonstration- they want to do more of the activities on the board for themselves

Another need not related to the improvement of lessons but significant for the learning environment mentioned by learners was the need for improved lighting (learners requested generators) they also requested copy books and other school supplies.

When asked how the curriculum could be improved, learners responded that:

- Timing of lessons could be improved. As during the first round of data collection, learners pointed to the time factor. They noted that:
 - Some activities need to be shorter because of the time.
 - Some activities need more time.
- Some activities need specific materials but these materials cannot be found in the communities
- They also commented on the procedure of the lessons. They would like to be allowed to work in groups for better discussion before reading the materials to the whole class
- Use of difficult words
 - The difficult words should be broken down.
 - Some of the technical lesson that will get them confused should be reduced

SUMMARY OF FACILITATORS' INTERVIEW

Facilitators continued to move at a different pace in their teaching of the course of Quarter 8. However, they did seem to be moving faster in the progress of lessons than the first semester. During the period of the interview February – May 2011, facilitators were at different lessons. By end of May, facilitators at some of the sites reported completing all lessons in the literacy manual.

Facilitators' rating of modules/lessons per content area:

Rating of modules by facilitators was generally based on learners' responses and reactions to the lesson, the structure and arrangement of lessons, as well as instructions to facilitators. Facilitators over all rated the modules and lessons taught as "okay". They were rated so because facilitators noted that:

- Learners were able to cope with lesson
- They respond to questions and do discussions
- Apply skills learnt in lessons
- Learners have the ideas already and they enjoy additional information given them.
- Learners appreciated information provided in lessons
- The curriculum makes facilitators work easier
- The lesson is fully sequenced
- The learners understand the concept of the activities
- The lesson is easily understood for both the facilitator and learners
- The contents are easy for the facilitator to facilitate with instructional materials to match the lessons.

- The learners can understand the concept and the activities with the workbooks in place.
- The lesson is fully sequence and up to standard of the learners
- The content is interesting to learners
- Its meet the learner needs.
- The content deals with real life situation according to learners.
- Facilitators have control over these lesson and learners participated in all
- Teacher and Student benefit from the content about managing own resources
- Learners do understand some parts but yet facilitators face problem with some learning points

Although many lessons were rated as okay, facilitators rated some lessons as either excellent or poor. As to while lessons were rated as such facilitators' responses again focused on the learners' responses /reactions to the lesson, structure/ arrangement of lessons, as well as instructions to facilitators. Also considered in rating lessons as poor were the duration/ time allotted to teaching the lesson as compared to the amount of content or activities to be covered in a given lesson.

Some of the responses given by facilitators included:

- A lot of activities to do in a short time.
- Some words are hard for the learners.
- Some are not understanding the lesson
- Learners find it difficult, because of many activities

Facilitators rated modules and lessons as shown in this table

Specific lessons rated as poor and reasons for rating included:

Content area	Module/ lesson	Reason for rating
LITERACY	Module C Lesson 35-40	These lesson are difficult and hard to carry out
	Module D Lesson 41-44	The lesson are difficult for facilitator
	Module F Lesson 70	
		Lesson not suited for beginners
NUMERACY	Module C Lesson 55-65	These lessons are difficult and hard and can confuse learners
	Module C Lesson 57-59	
	Module C Lesson 71	
LIFE SKILLS	Module C-D Lesson 40-45	Learners find it difficult, because of many activities Learners ask many questions that facilitator could not answer Learners asked many question that I couldn't answer. Lot of activities to do in a short time
	Module D lesson 44	
	Module 53	
	Module G Lesson 68	

		Some words are hard for the learners.
WORK READINESS	Module E lesson 44	Learners complain of getting into group for one or two time

Getting facilitators to be precise on what kind of improvement they would like to see in the lessons considered difficult or poor continued to be a challenge. They identified lessons that needed improvement but did not provide suggestions on how these lessons could be improve. Some lessons identified as needing improvement are shown in the table below. Some of the lessons are repeated in the feedback, showing that the reaction to that specific lesson was the same across counties.

Literacy	Numeracy	Life skills	Work readiness
Module C Lesson 35-40		Module D lesson 53	
Module F lesson 70	Module C lesson 67-76	Module E lesson 61-64	Module G/Lesson 66
Module F lesson 65-75	Module C lesson 71	Module F/Lesson 63 & 65	H/Lesson 80 & 81
		Module G lesson 68	

Classroom Monitoring of Alternative Basic Education Classes

Classroom monitoring and supportive supervision, by both county LRC staff and Technical Specialists, remained a core feature of Task 3, helping to ensure the effectiveness of the curriculum being tested. Overall, enthusiasm among learners remained very high; some were very anxious to exhibit skills acquired in literacy and numeracy by writing their names, attempting to read the texts in the literacy workbooks, and solving some numeracy problems. Learners recognized their own inability to read and expressed the strong desire to do so. While much progress is being made there is still a lot more to be done. There are still many others who after having gone through the modules and lessons are still unable to count and recognized numbers or read simple sentences. The concept of reading as understood by many of the learners is limited to letter recognition.

In the area of work readiness, learners are grappling with the understanding of different concepts: teamwork, career planning, work attitudes and conducts, business ethics, time management etc. In the area of life skills, it was observed that learners understand the issues discussed and make a lot of contributions to the discussions. The classes however continued to be writing dominated. Low enrollment, poor lesson planning, facilitator's time on task and punctuality were some of the challenges observed facing the implementation of alternative basic education classes.

Next Steps

This data has been collected on the curriculum with the purpose of pointing out the specific areas in which the curriculum can be improved. All improvements will be incorporated into the development of Level 2 and Level 3 curriculum.

4.3 Appendix 3: Overview of Assessment Tools and Processes

Overview of NFE Assessment Processes and Tools

This document describes the ways in which learning will be assessed and documented in the Nonformal Education (or Alternative Basic Education) program. The following materials are included:

- An overview chart, that shows the type of assessment; its use in specific curriculum areas; its purpose; the form it takes; who develops it and where the assessment form is located; when administered and by whom; how it is scored; and to whom the scores are reported. *NOTE: not all strands of the curriculum use all of the assessment types.*
- Examples of some of the assessments and draft reporting forms.
 1. Rapid Assessment of Reading Skills: diagnostic/intake placement tool
 2. Mid-Module progress assessment
 3. End of Module assessment
 4. Reporting forms

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
Rapid Assessment of Reading Skills	Literacy	To determine placement in Level 1 or Level 2 or Level 3	Paper and pencil assessment	Developed by USAID/CESLY	Administered by teachers at the beginning of Semester 1	Scored by facilitator or intake staff, according to directions (and with training)	Program Implementers
Pre-level assessment of skills and knowledge	√ Literacy √ Numeracy √ Life Skills √ Work Readiness	To find out what learners already know about the topic	Paper and pencil, administered orally according to directions	Developed by curriculum writer; included in the Module in the Facilitators' Guide	By teacher, at the beginning of each Module	Scored by facilitator (or when skill level not high enough, program implementers)	Results are for facilitator use and measurement of end of level progress. Reported to program implementers and MOE relevant department
Mid-module Assessment (Progress Check)	√ Literacy √ Numeracy √ Life Skills √ Work Readiness	Informal assessment used by facilitators to check on understanding and skill development, for both learners' and Facilitator's use, to improve learning and teaching	Paper and pencil (mini quiz) Life Skills and Work Readiness will be scenario based and situational analysis when possible	Curriculum writer; included in Module, in Facilitators' Guide	Administered by Facilitator. Mid- point of every module For content areas with longer modules (e.g Numeracy) every 9 lessons	Scored by Facilitator. Scores are discussed with students. Used by Facilitator to review weak areas; to correct misunderstanding; to make changes in instruction	Teacher collects for own purposes. Life Skills will use an observation rubric Recorded but not reported outside of the learning site. Records kept at school site. Program implementer monitors do spot checks
	√ Literacy √ Numeracy	To assess understanding of concepts and acquisition of skills covered; document	Paper and pencil, with some verbal administration by Facilitator,	Curriculum writer; included in Module	End of module, by teacher	Number of questions = 100 points (either 10 questions worth 10, or 20 worth 5, etc)	Scores recorded by Facilitator on Progress Recording Form, but scores are not formally reported.

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
End of Module		mastery of module learning objectives	especially for Literacy				Field implementation staff collect summary information (using form, to be developed) when making monitoring visits and report information to curriculum specialists
	Life Skills Work Readiness <i>Both are in development</i>	To document learning of key concepts and content	Administered verbally, with simple paper and pencil recording				Scores are translated into simple progress statements and not reported: Very good; Good; Fair Program implementer field staff collection same as above
Group presentations, end of Semester 1; end of Semester 2	Life Skills Work Readiness <i>Both are in development</i>	To give learners practice in teaching and leading; to give Facilitator opportunity to observe demonstration of skills	See instructions to learners and sample observation rubric, attached Situational Analysis and Demonstration to be integrated when possible	Instructions and observation form developed by curriculum writers, and included in Facilitators' Manuals	Several days before the end of the Semester	Observation rubric can be scored, or can be used as basis for verbal feedback to the group	No score reported. Successful completion of presentation is reported on Progress Reporting Form in the form of a check mark.
End of Level	√ Literacy √ Numeracy √ Life Skills	To assess understanding of concepts and acquisition of skills	Paper and pencil	Not located in Curriculum Four versions	Administered by Facilitator. Program	75% of score based on average of end of Module assessments;	Recorded and reported to MoE supervisor Administrators of the program

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
	√ Work Readiness	covered during the level; document successful completion of the Level		developed by curriculum writers. Test versions are rotated by year.	implementation field staff will administer to a sample of sites, as a check on quality of results	25% of score based on new end of Level test Suggested passing score, 60%, for Levels 1 and 2. For Levels 3 and 4: passing score moves to 70%, (subject to modification to follow standards in line with the passing scores for the formal system). Used as the basis for moving to next level.	Program field implementation staff reports to M&E for data analysis and reporting to MOE (and funder if applicable) This form also serves as documentation of drop outs and shows the last Module the learner completed.
Group presentations, end of Semester 1; end of Semester 2	Life Skills Work Readiness <i>In development</i>	To give learners practice in teaching and leading; to give Facilitator opportunity to observe group presentation skills	See instructions to learners and sample observation rubric, attached	Instructions and observation form developed by curriculum writers, and included in Facilitators' Manuals	Several days before the end of the Semester	Observation rubric can be scored, or can be used as basis for verbal feedback to the group	No score reported. Successful completion of presentation is reported on Progress Reporting Form in the form of a check mark.
Documentation of Service Learning	All	To document participation in service learning projects	To be developed	Developed by Life Skills Coordinator; included in Facilitators'	Participation recorded; informal assessment of	Not scored. Can be used by learners' on CV	

Type of Assessments for Level 1	Curriculum Areas	Purpose	Form	Who develops; where located?	When administered; by whom	How scored and used	Results reported to
				Manual	participation will be an option	(developed in Level 2 Work Readiness course)	

1. Rapid Assessment of Reading Skills (Education Development Center)

Excerpts from the administration manual:

The RARS was designed to be used to identify whether or not potential participants in livelihood training programs need remedial reading instruction before beginning occupational skill training. The RARS could also provide an indication of whether or not a remedial reading student has made progress, and it could serve as a measure of reading skill in research or evaluation activities that use literacy skill as a control variable.

This approach to assessment is based on the current evidence-based theory⁸ that explains how reading skills are acquired and improved. That theory defines reading as a set of *component reading skills* that can and should be learned separately but also a set of *reading practices* that require the integration of all of those skills to perform tasks with text. The components are: phonological awareness (knowledge of letter-sound relationships), decoding (sounding out words), word recognition (sight reading of words), vocabulary knowledge (word meanings), oral reading fluency (speed and accuracy), and comprehension (understanding). Mastering these components enables readers to accomplish tasks (i.e.: learning, entertainment, religious practice, information seeking, record keeping, and communication) with text (i.e.: books, letters, documents, magazines, pamphlets, emails, and signs).

The RARS approach to reading assessment assumes that a score on a test of one of the component skills is a good proxy for an individual's ability to accomplish tasks with text. The test is designed to assess the size of a person's sight word vocabulary, the words that someone can read automatically, without having to sound them out.

Research suggests that facility with word recognition is bolstered by skills in all the other components of reading ability,⁹ and, therefore, a score on a word recognition test should go up as a student improves all the other components of reading. Compared to tests that assess other component skills such as vocabulary or comprehension, word recognition tests are easier to design, administer, and grade.

⁸ Adams, M.A. (1990). *Beginning to read*. Cambridge: MIT Press; Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press; and National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington DC: National Institute of Child Health and Human Development. http://www.nationalreadingpanel.org/Publications/citation_examples.htm

⁹ Adams, M.A. (1990). *Beginning to read*. Cambridge: MIT Press, pp. 228-229.

Directions for Implementation

1. Make sure to have a timer or a watch or clock with a second hand.
2. Explain the test to the test taker.

[Script: I will be giving you a piece of paper with ten letters and 90 words on it. I would like you to read these words, out loud so I can hear them, as fast as you can with accuracy. Don't worry about making mistakes or reading too slowly. Just do the best that you can. If you have trouble with a word, I may ask you to move on.]

3. Give the test taker the copy of the letter and word sheet turned over so that they cannot see the letters and words.
4. Ask the test taker to turn the test over, begin reading the letters and words, and start a 120 second timer or ask a colleague to say "start" and then "stop" 120 seconds later.
5. If the test taker reads a letter or word with any accent in a way that can be easily understood within 5 seconds mark it correct. If not, mark it incorrect and ask the test taker to move on to the next word if he or she is struggling for more than 5 seconds.
6. Once the test taker has made 4 mistakes in a row or 120 seconds is up, stop the test.
7. Count up the correct answers and note it on the score sheet.
8. Take back the test taker's copy of the test and return all materials to a secure place.

LIBERIA

English Rapid Reading Assessment Test

August 11, 2010 Version II

Y	M	K	P	H	E	S	V	B	Q	(10)
is		do		an		for		two		(15)
box		pot		can		use		red		(20)
too		saw		job		one		yam		(25)
bed		bag		set		pay		how		(30)
they		Papa		lock		else		went		(35)
bury		live		wait		hand		take		(40)
sell		duck		tall		meet		both		(45)
keep		aunt		taxi		made		sorry		(50)
clean		drove		story		doing		along		(55)
sleep		bends		store		worry		sweep		(60)
marry		there		about		other		things		(65)
Mother			nailed		enough			salary	ginger	
(70)										
fought		lights		cannot		honest		asleep		(75)
fussed		though		travel		looked		cleaned		(80)
fifteen		waiting		nothing		outside		avoided		(85)
follows	decided		counted		dressed			cassava		(90)
quarrel		younger		Monrovia		hospital		laughing		(95)
standing		everybody		community		workmates		government		(100)

2. Mid-Module Assessment Example (Literacy)

Module A Lesson 9: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, there is an optional activity for this session.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz (Part A, below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.

If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work. After 30 minutes, ask everyone to stop working, if they haven't already completed the tasks.

3. Discuss the quiz. Ask Learners how they felt about their work. What was difficult? What was easy?

Lesson 9 Part A: Quiz

1. **As I say the sounds for the following letters, write the letter in your copy book.** (Repeat the sound 2 or 3 times, with some time in between the repetitions. Give students time to form the letter.)

S

M

H

D

L

2. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy, and read it aloud.)

I live in a hut.

- a. **Draw a circle around the word 'in'**
- b. **Draw a line under the letter 'h'**

3. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy, and read it aloud.)

Kolu is kind.

- a. **There are two K's in this sentence. Draw a circle around each of them.**
- b. **Draw a line around the word 'is'.**

4. **I will say a word. Write the letter that represents the sound at the beginning of the word.** Here is a practice word: mat (sound out the m very clearly and slowly). What is the letter at the beginning? Right, m

- a. **Write this beginning sound with a lower case letter: big**
- b. **Write this beginning sound with an upper case letter: Vappa**

3. End of Module Assessment (example from Numeracy)

MODULE A: Lesson 27: Evaluation

During this review session you will evaluate the Learners' understanding of the major topics of this module:

Opener: No opener activity. Explain the evaluation process of answering the questions and then discussing the answers:

Background Information

This final lesson of the Module is an opportunity to do a brief evaluation of the Learners' understanding of the concepts taught in this module.

Based on what you see with the Learners' results, you will be able to help them identify what areas they need to continue to practice in, or get extra help so they can master the topics.

The Learners should be able to:

- Read and write the numbers from 0 – 999
- Skip count by 2's, 5's, and 10's
- Count money
- Tell time
- Estimate, order and compare numbers using the correct symbols
- Solve addition and subtraction problems up to 20 using the correct symbols

Activity: In order to evaluate their skills and learning, write the following questions on the board. Give the learners a sheet of paper and have them write down the answers to the following math problems. Ask the learners to work alone, and encourage them to just do their best:

1. Put the following numbers in order: 34, 23, 56, 78

2. Put the correct symbol < or > or = between the numbers below:

75 80

549 249

37 68

467 467

3. Solve the following problems:

$$5 + 8 = \underline{\quad}$$

$$7 + 3 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

$$8 - 2 = \underline{\quad}$$

$$18 - 7 = \underline{\quad}$$

$$20 - 10 = \underline{\quad}$$

4. Draw a clock that shows 3:15.

Write the time shown on this clock →



5. Solve this problem:

You have 17 dollars in your pocket. You buy a pencil for 5 dollars. How much change should you get back?

6. Solve this problem:

Fanta's class starts at 8:00 am. It ends at 11:00 am. How long is her class?

7. Complete the patterns:

2, 4, 6, , ,

5, 10, 15, , ,

10, 20, 30, , ,

Collect the Learners' papers when they're done.

Afterwards, talk to the Learners and have a discussion about how they are feeling about their math skills and what they have learned. Ask them to write a few words about how they are feeling about math right now.

Then check their papers and mark it on the Evaluation Sheet.

If there is time, it is an excellent idea to go over the questions with the Learners, discussing the correct answer.

Make sure you give the Learners their papers back after you check them, so they can learn from any mistakes they might have made in their answers.

Note: If you see that a Learner needs extra help in a particular area, or needs more practice, please make sure to talk to him or her about it. Help them find a way to learn what they need to, so that they can be ready for Module B.

4. Group Presentation Documentation

Proposed end of semester Group Presentation Reviews

(Work Readiness and Life Skills)

Facilitation:

- i) In the final weeks of the semester, the facilitator will tell the class that they will be making group presentations in order to review the semester's work. The facilitator will give the class the guidelines for giving a presentation (see guidelines below).
- ii) The facilitator will divide the class into groups of 4 or 5 people.
- iii) The facilitator will ask each group to choose a module that they are comfortable with and would like to make their presentations on.
- iv) The facilitator will give each group the set of topics (questions) related to their module. The group will appoint different members to lead the presentations of different topics (questions). The facilitator will write the appointed presenters name against the chosen question.
- v) Once the modules and questions have been allocated the facilitator reminds the class regularly about the upcoming presentations dates and reminds them to prepare their presentations.
- vi) On the last lesson before the presentations are due, the entire lesson is dedicated to each group preparing their presentation. The facilitator will remind the class of the guidelines for presenting. The facilitator will spend time with each group to ensure all members are participating and will mark individuals on their level and type of participation using a simple scoresheet (see example scoresheet below).
- vii) On presentation day, each group will make their presentation to the class. The facilitator will mark the individuals on their presentation style and content using a simple scoresheet (see example scoresheet below).

Guidelines for Presentations:

- i) Stand in front of the class and introduce your group including:
 - Full name
 - The communities you come from
 - 2 interesting things about yourself
- ii) Introduce your topic (question)

- iii) Talk to the class about your topic for 3-5 minutes
- iv) You can make your presentation in any way (style) you like (music, role plays, presentations, art)

Example questions to be included in the facilitator curriculum manual:

For each module, 10 questions will be developed for the learners to choose from, for example:

From WR Module A, Lesson 1: Introduction to Leadership Skills

Q: Describe ways in which a group can work together to get a good benefit for the group

From WR Module A, Lesson 2: Who am I in the work place?

Q: List 5 of your personal values and describe how each one of them is useful in the work place

From WR Module A, Lesson 3: Goal Setting

Q: If you want to start a small shop in 6 months time, what do you do to make this happen?

Or

Q: Remember that there are short term goals and there are long term goals. If you want to be the best trader in your community, what short and long term goals would you set to achieve this?

From WR Module A, Lesson 5: Problem solving and decision making

Q: A woman who sells fruit used to have 20 customers per day but now she has only 2 customers per day. What steps can she take to solve the problem?

5. Example scoresheet for individuals during preparation and delivery of presentations:

	Preparation			Presentation		
Name	Gives Ideas during preparation	Leads Discussion	Participation / Team work: Participates willingly in activity, communicates and works well with others to prepare topic presentations	Presentation: Clearly and confidently presents topic	Content: Demonstrates understanding of the topic	Creativity: artistic, dramatic, humorous – engages the audience through the method of presentation

Example scoring system:

Score should be given out of 3 where:

1 = excellent

2 = good

3 = needs improvement

6. 5. Sample Reporting Form (draft)

CORE EDUCATIONNAL SKILLS FOR LIBERIAN YOUTH

YMCA BUILDING, MONROVIA

LIBERIA

Non formal Education Learners' Progress Recording Sheet

Content area: LITERACY County: _____

NFE Site: _____ Facilitator: _____

[illegible]

Instruction to Facilitators:

Read instructions carefully before administering the end of module assessment

After you have corrected and scored papers, enter each learner's score on this reporting form.

If a learner misses an assessment, plan to and administer the assessment within a week.

If a learner does not take the makeup assessment record a 0 on the progress sheet.

Determining the End of Level score:

The average of the combined scores on the end of module assessments constitutes 75% of the final score and the end of level assessment constitutes 25% of the final score.

To find the final score:

1. Add all of the end of module scores
2. Divide by the number of modules and get the average score ,multiply the average score by three(3)then add end of level assessment score and divide by 4

Example:

Learner's Name	MODULE SCORES									
	A	B	C	D	E	F	G	H	End of level	Final score
Radio Cat	70	70	70	70	70	70	70	70	65	68.5

Final Score =

1. add all of the end of module scores (70+70+70+ 70+70+70+ 70+70 =580)
2. divide by the number of modules and get the average (560 /8=70)
3. multiply the average score by three(370x 3= 210)
4. add end of level assessment score and divide by 4 (210+65=275/4=**68.75**)

CORE EDUCATIONNAL SKILLS FOR LIBERIAN YOUTH

YMCA BUILDING, MONROVIA

LIBERIA

Non formal Education Learners' Progress Records

County: ----- NFE Site: -----

Name: ----- Level: -----

LITERACY

A	B	C	D	E	F	G	END OF LEVEL	FINAL SCORE

NUMERACY

A	B	C	D	END OF LEVEL	FINAL SCORE

Facilitator Name: -----

Signature: -----

4.4 Appendix 4: Service Learning Guide for the Alternative Basic Education Curriculum

Service Learning Guide

for the Alternative Basic Education Curriculum

INTRODUCTION

Service learning is a form of project based learning in which academic goals are accomplished through community service. Service learning is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides learners with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service learning develops citizenship, responsibility, and many other positive character virtues, making it a highly effective character education program in and of itself.

A service learning project should:

- help learners to meet specific curriculum objectives
- be selected by the learners (with appropriate facilitator guidance)
- involve the learners in preparation, implementation (action), and reflection, and
- include documentation of activities and outcomes

In a properly implemented service learning program the role of the facilitator is more supportive and supervisory than directive. The facilitator helps the learners select an appropriate project, integrates the project into the curriculum, and guides the learners through the necessary steps to completion. The facilitator assures that activities are structured in ways that promote learning, monitors learner activities, and facilitates learners' reflection and analysis of their experiences. However the project activities should, as much as possible, encourage learner autonomy and creativity.

Some programs may establish a Service Learning Committee. The role of this committee is to help the facilitators get started, monitor progress and provide support during the project, assist with any needed community outreach, help document the learners' activities, and plan an end-of-the-year presentation.

WHY SERVICE LEARNING?

Service learning is neither an add-on nor a diversion from the curriculum. There are many advantages to this approach, including:

- Many learners love doing service learning projects. They can be engaging, inspiring, and motivating.
- A project develops learners' communication skills by requiring them to read, write, listen, and

speak.

- In addition to academic content, learners learn a range of valuable practical skills including: problem solving, organizing, collaborating, project management, research, dealing with obstacles and setbacks, etc.
- Service learning develops character virtues and interpersonal habits such as respect for others, responsibility, empathy, cooperation, citizenship, initiative, and persistence.
- It empowers the learners with the realization that they can make a difference.
- It makes a positive contribution to the community.
- All learners can actively participate and make a meaningful contribution regardless of their skills, experience, knowledge or talents

WHAT KINDS OF SERVICE CAN BE OFFERED?

There are many different kinds of service learning projects for all age levels. In Liberia, many of them relate to community health, poverty, social issues, or environment needs. Another popular kind of community-based activity involves the learners in documenting local history or culture through interviews, archival research, writing and photography. Projects like these connect the learners more deeply to their communities and help Liberia to maintain its history and identity. Other good service learning activities involve learners helping other learners through mentoring and peer or cross-age tutoring

Some activities, such as learner mentoring or peer tutoring, can take place within the regular class sessions. Others require the learners to do activities on their community. Some may be one-time activities, while others take place during the whole CESLY program or even beyond the program.

HOW DO YOU DO SERVICE LEARNING PROJECTS?

Service-learning:

- Begins with a genuine community need
- Involves community partnerships
- Takes careful preparation
- Includes structured reflection as part of the learning process
- Is clearly connected to objectives of the curriculum
- Provides opportunities for “learner voice”, that is for learners to participate in planning and decision-making, and to present their results orally, with photographs and in drawing and writing..

Your project should be structured to include all of these attributes. With that in mind, let's consider how to go about it.

There are three stages to a successful service learning project. They are:

1. Preparation

2. Action

3. Reflection

Each of these stages is an essential part of the service learning experience.

PREPARATION

Preparation often begins with planting the seed, cultivating your learners' interest in a problem or a need, stimulating the learners to want to do something about it. Sometimes a "seed" of a project is already planted, learners are aware of it and an attentive teacher watching for this can see and nurture their awareness of this community concern. Project preparation can involve a study or an investigation, or simply a discussion that captures their imaginations. Of course there are those magical moments when somebody walks into the session room upset or inspired about something he/she saw in the neighborhood, or hear talked about by community members in person or on the radio, and feels a call to action. But more often it starts with a facilitator who brings up a subject in session, gets the learners deeply interested in it, and then suggests that they do something about it.

Here are some good ideas for getting started. Please keep in mind that the steps given here assume you are starting from zero; you may not need to do all these things. What's important is to mobilize your learners. Do what works.

a) **What needs or opportunities exist?** Hold a brainstorming session to identify needs within the community or opportunities to do something beneficial. Challenge the learners to think of as many ideas as possible. Encourage them to build on each other's ideas, to be spontaneous, to take risks, to think creatively. Then have them try to identify the causes behind each need, as well as some possible interventions. For example learners in a rural area might suggest something that has to do with common diseases and illnesses. Learners in an urban area might suggest cleaning up a dump site or roadside drains. Examples of causes behind some of these needs include unsafe source and use of water in the community and lack of trash cans and environment awareness...

b) **What are some solutions?** Start generating workable solutions (what can realistically be done?). This is where project ideas start to take shape. Ask the learners to tell what they like about each proposed idea, and to share their questions and concerns.

c) **What resources are available?** At this point some research may need to be done before a final decision is made. You might need to identify resources available to help or support the project if any are needed. This could include a business or organization in the community, or college student or other volunteers in the community.. It may be helpful to invite an individual with expertise in the area of interest in order to provide relevant information before a final decision is made.

d) **Decide on the project.** When making the final decision, try to assure that all the learners:

- have adequate input
- understand the proposed decision, and
- are willing to support and implement the decision.

Engaging the learners in this kind of a process helps them learn how to **analyze** and creatively **solve problems** and enhances their **decision-making skills**. It also makes them care about and be engaged in the eventual outcome.

ACTION

a) Plan It

Help the learners organize the project themselves. If there is a small class, learners may organize as one group; if the class is large, there may be several groups (and projects.) For project-based learning it is usually good practice to have groups no larger than 8-10 learners. Learners organizing their groups is good training in **planning, collaborating, and taking responsibility**. Each group should make a work plan. (See end of document for an example of service learning project work plans.) The process of making a workplan begins with brainstorming a list of tasks and putting them in order., in a logical sequence. Learners then determine the initial action steps to begin the work. They lay out a realistic timeline for getting the work done, and set milestones (measures) for intermediate goals. The learners should plan how they will track the progress or measure the results of the work along the way. The timeline should show when the learners expect to finish each step, as well as when they will accomplish the major goals.

This phase of the project often involves forming ties with people or organizations in the community.

If you foresee any problems or obstacles, strategize with the learners ways to manage or eliminate them. Help the learners define their roles in the group, depending on their workplan. For example, does there need to be a: Project Leader? Reseachter?Note taker? Photographer? Interviewers? Community leader or liaison? Should any of these roles be rotated during the project or through several projects so each learner has an opportunity to be in as many roles as possible? In any case, allow the learners to share the leadership of the project. Review with the learners how the tasks of the work will be distributed fairly and appropriately among the learners, as well as what outside resources will be needed. Discuss and agree on how the learners will support and coordinate with each other's efforts to attain the common goals of the project (e.g. who will depend on whom to carry out the work?). This will deepen the learners' sense of responsibility and commitment to the project. Emphasize the principles of collective responsibility and collaboration, which are critical for the success of the project.

b) Do It

Service learning projects usually involve a good deal of working together (collaboration) and sharing of responsibilities. During the project, learners should **reflect** on their experiences (see the section on reflection, next page). Writing down (documenting), photographing, or remembering (and recording) their activities are good ways to do that. They give the learners practice in **describing** and **summarizing** various aspects of the project, and in **thinking critically** about what and how they are doing.

It's important to hold discussions during the "action" phase of the project in order to get observations, ideas and suggestions from the learners and to discuss and solve problems. Ask the learners how the workplan could be improved. This is an opportunity to share information and insights, to make recommendations, and to improve the workplan. Learners should be encouraged to voice concerns, to "speak their mind," and to challenge others in a mutually

respectful environment where there are no negative consequences for differences of approach or opinion. Constructive comments from the facilitator can provide a lot of encouragement and motivation. Acknowledge the efforts of the learners. Recognize both small and large progress on the part of one or more learners as well as bigger project accomplishments. Then identify and agree on what actions to take next. This process gives learners experience in **active listening, questioning, and problem solving** which will expand their **thinking** while maintaining their focus on what they need to accomplish together.

REFLECTION

Much of what we learn in life comes from thinking about our experiences. Here is where we find probably the biggest difference between service learning and community service. Service learning requires that we provide structured time for learners to **think about, and discuss** what they did and observed during the service activity. Without reflection, we lose a great opportunity for learning.

Types of Reflection

There are several types of reflection that are useful to engage your learners in:

- **Cognitive** reflection examines the new knowledge and skills the learners gain from their service experience. This includes the kind of learning that is addressed in the curriculum (reading, writing math, science, writing, social studies, etc.).
- **Affective** reflection looks at what learners feel as a result of their experience. How has this experience changed their attitudes or opinions or sensitivities?
- **Process** reflection considers what learners learn from the process, itself. This includes things like how to work with others, and understanding the consequences of actions.

By engaging the learners in all these different kinds of reflection, you can take full advantage of the learning part of the service learning experience.

QUESTIONS FOR REFLECTION

A helpful way to frame questions for reflection is by using this handy little set of three questions;

What?

So what?

Now what?

Here's how it works:

- **What?** These are questions that ask, "what are we doing, what have we accomplished what have we learned?"
- **So what?** These questions ask, "what difference does/did it make, why should we do it, how is it important, how do we feel about it?"
- **Now what?** These questions ask, "what's next, where do we go from here, what has this prepared us for?"

Here are some examples of typical questions facilitators ask both during and after the project (A facilitator doesn't ask every question in every project.):

- What do you think you will do and what impact do you think you will have?

- What needs did/does/will your project help fill?
- What are the causes of those needs?
- How do people contribute to this problem? How do we help to solve it?
- What expectations do you have about your service experience?
- Did anything surprise you? If so, what?
- What did you do today that made you feel that you made a difference? Why?
- Did anything happen that made you feel uncomfortable? If so what, and why do you think it made you feel this way?
- What did you do that seemed to be effective or ineffective in service to others?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult and most satisfying parts of the service you are performing? Why?
- What do you think is your most valued contribution to the project?
- Is there a person or activity you find interesting or challenging in your project?
- How do you see your role with this project? How does that compare with how others may see your role?
- Have you learned from any disappointments or successes in your project?
- Has there been a problem situation that you want to discuss with your facilitator?
- How is your service relevant to what you are learning in classes?

ACTIVITIES FOR REFLECTION

No matter what level your learners are at, there are many reflection activities they can participate in. These things can be done as a group or individually. Here are some ideas for reflection activities that can occur during and after the service part of a Service Learning project:

- **Doing**
 Draw a picture.
 Paint a mural.
 Create a collage.
 Make a scrapbook.
 Perform a skit or play.
- **Writing**
 Write a personal journal.
 Write a group journal.
 Write a news article for a local newspaper or the program's newsletter.
 Write thank you notes to all who were involved in the project.
 Write a paper about the community need that was addressed through the project.
- **Telling**
 Have informal discussions.
 Invite community partners and agencies to hear about the service completed.

Make an aural presentation to a group of community leaders such as the Parent Teacher Association, or other community groups (women's groups, elders, etc.).

SOME THINGS TO CONSIDER

Experienced service-learning organizers suggest the following:

- Start small: Even a daylong, very focused project can benefit all involved.
- Let the learners be the leaders: Don't carry a load that your learners should be carrying; remember that part of the goal is for them to take responsibility. The more responsibility the learners take, the better.
- Be flexible: Working with community organizations means being mindful of their schedules and of the changes they experience.
- Closely tie the project to your curriculum: You may be able to substitute or cut back on part of your instruction if the service-learning project adequately helps learners to understand the same material.

SERVICE LEARNING PLANNING SHEET

Facilitator: _____

Session _____

Project Name

Describe your project. If you are working with any individuals, groups, organizations, or businesses in the community, please list them.

Learner Input: How (and to what degree) were learners involved in selecting and/or organizing the project?

Academic Component: What curriculum goals will be achieved? How?

Service Component: How will the community benefit?

Reflective Component: In what ways will the learners reflect on this experience? (journals, session discussions, etc.)

Character Component: In what ways will this project contribute to the personal development of your learners? (responsibility, respectfulness, empathy, citizenship, collaborative skills, etc.)

SAMPLE SERVICE LEARNING PROJECT

Content Area: Life Skills

Targets: ALP Level 3 students & NFE learners

Useful for Lessons: 17, 28, 29 & 36

Duration: 7 Instructional days during the life skills class (includes visits in community)

INTRODUCTION

Service learning is a form of project based learning in which academic goals are accomplished through community service. It embraces young people as citizens and community resources and helps youth use critical thinking and problem-solving skills in addressing a community need. It is a community development model that links students, parents, teachers, and community.

Below are the distinctive qualities that differentiate a Service Learning Project from a Community Project:

- Promotes student ownership
- Addresses a genuine community need
- Links curriculum objectives to community service
- Provides opportunity for reflection
- Promotes partnerships and collaboration
- Involves project planning, implementation and evaluation

The below Service Learning Lesson Plan covers the three steps of the Service Learning Plan: Preparation, Action and Reflection. It is expected that teachers and facilitators will use 7 instructional days covering the 3 steps to execute service learning activities in school communities. Teachers and Facilitators must initiate discussions among learners in the classroom to address the issues of pollution and the outbreak of common sicknesses in communities. Through learners' engagement in service learning project they will become good citizens, appreciate the dignity of labor and develop positive values such as commitment, responsibility, initiative that will enhance them make meaningful contributions to society.

Objective: At the end of this activity, learners will be able to:

- Identify unclean areas in their communities
- Examine practices that lead to an unclean environment
- Solve a problem in their community
- Participate in a service learning activity

Outcome:

- Learners will use problem-solving methods to solve community problems.
- Fulfill their civic responsibilities by keeping their environment clean

Learning Points:

We can prevent outbreak of diseases through the following:

- Disposing of garbage (dirt) in a safe way
- Cleaning around wells and hand pumps
- Treating our water properly before drinking
- Washing our hands before eating or after using the toilets

- Putting our hands to our mouth whenever we cough or sneeze

Stage 1: PREPARATION

Duration: 90 minutes (2 instructional days)

Step 1: 15 minutes

1. Inform the class that we will be looking at practices that promote an unclean (dirty) environment. We will visit areas in our communities to identify areas that are unclean.
2. Divide class into 4 groups and assign a theme to each group:
 - Street
 - Backyard
 - Waterside or Hand pump
 - School
3. Ask each group to identify areas where dirt (paper, plastic bags, cans, feces/pupu, rotten food or other unclean materials) can be found.
4. Tell the groups they will be asked to report on their findings during the next class.

Step 2: 45 minutes

1. Ask learners the following questions:
 - What are some health problems that are caused when people keep their water unclean or environment dirty? [Diarrhea, runny stomach, dysentery: Germs and worms are spread through the air, food and drinking water, carried by flies or when we touch things that have germs on it. When germs and worms get into the water we drink or when food is not properly cooked we get diarrhea or runny stomach.]
 - Have any of your family members suffered from sicknesses such malaria, runny stomach, cholera, dysentery, worms?
 - Is this a problem found in our communities? If yes, what can we do to stop the spread of these diseases? [Students will provide a list that consist any of the following: keep our surrounding clean by disposing of our garbage or dirt in a safe way for example take our garbage into areas that are far away from the town or bury them, wash our hands whenever we use the latrine or clean baby's toilet, stop keeping dirty water around the house, washing food properly before eating, cooking food properly, among others]
 - What are your roles and responsibilities in protecting your right to a safe environment? [Possible answer: We are citizens. One of our civic responsibility is to keep our environment clean. A dirty environment will get other people sick or create health problems for others. When people die or get sick, we violate their right to life and a safe environment.]

- What activity can be linked to the list provided? Include any of the below activities not mentioned by the learners:
 1. A clean up campaign is a good way to rid our community of garbage.
 2. An awareness on hand washing can help sensitize people on how to stay healthy by washing their hands or eating food that is properly washed.
 3. Putting garbage drums in our communities to store garbage.
- 2. Ask learners to sit in pairs and brainstorm on a name that best suits the project.
- 3. Take responses from the groups and write a list of titles suggested by 4 – 5 volunteers.
- 4. Guide the learners in building consensus through the voting process. The title with the majority votes becomes the name of the project. After learners have selected a project name, ask learners to draw up a list of realistic activities that are needed for the entire exercise.
- 5. Set up a committee to meet the community to discuss how they can carry out the project. The meeting should produce an Action Plan covering activities, resources needed, time and participants seen below:

NEGBEHN PUBLIC SCHOOL Community Service Learning Activity (Sample Format)					
Activity (What needs to be done?)	Resources (What we will need)	Date and Duration (when will it be done?)	Person Responsible (Who does it?)	Where	Status (Where are we in completing the activity?)
Produce health posters	Poster Sheets Crayons, Pencils	Jan. 6, 2011	Students of Level 3	Negbehn School	Completed
Write letter to WATSAN for flyer request	Paper	Jan. 3, 2011	All students participate in letter writing (the best letter will be reviewed by facilitator and administrators then sent to Watsan)	Negbehn School	Not completed

Step 3: 45 minutes

1. After a local organization has been identified in the community, ask the students to write a letter requesting appropriate materials from the organization. For example the Ministry of Health County or WATSAN may have flyers on a clean environment. Each student must participate in the activity to evaluate their letter writing skills.

2. Inform the learners that the best letter will be selected and sent to the local organization.
3. Collect, review, and forward the best letter to the Administrator, PTA Leadership and /or Community Leadership for further endorsement.
4. Appoint a representative to dispatch the letter to the appropriate institution.
5. Review the Action Plan so that all participants (students, community members, teachers and partners) are aware of their roles and responsibilities.

Stage 2: Action

Duration: 1 - 2 instructional days

1. Carry on a one-day health talk (awareness) in the community on the importance of a clean environment. Inform the community about the activity and the benefits of carrying out the campaign. Distribute the posters produced by the learners and/or flyers received from the partner organization.
2. It is now time to implement the cleanup campaign. Ensure that learners arrive at the designated sites on time and are aware of their roles and responsibilities.

Stage 3: Reflection

Duration: 90 minutes (2 instructional days)

Step 1: 20 minutes

1. Hold a discussion with the class on the Service Learning Activity. Ask these questions:
 - What worked well?
 - What difficulties did you experience?
 - What skills did you use during the exercise?
 - What new things did you learn about yourself that you didn't know?
 - How did you feel working together as a group?
 - How does the Project link to how germs are spread?
 - If you were to redo this Project, which aspect will you change or what new activity will you include?
 - What change has the Project brought to you as an individual? How does it help our communities?
 - How did we fulfill our civic responsibilities?

Step 2: 45 minutes

Learners can engage in any of the below activities as part of the reflection stage:

- Write a story on the exercise

- Engage in a debate on the pros and cons of a clean environment
- Write a thank you letter to the partners involved in the Project.
- Give each student a copy of their letter. Highlight common errors made by the students. Let the learners know the things they need to improve with illustrations on the board.
- Develop a song that centers around a clean environment